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**THE ANALYSIS OF INTERPERSONAL MEANING
IDENTIFIED IN THE CONVERSATION TEXTS
IN ENGLISH TEXTBOOK FOR SENIOR
HIGH SCHOOL GRADE X “BAHASA
INGGRIS UNTUK SMA/MA/SMK/
MAK KELAS X KELOMPOK
WAJIB”**

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
in partial fulfillment of the requirements for the degree
of Magister in English Education



BY

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Pekanbaru, June 22nd, 2021



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In the name of Allah the most Gracious and the Most Merciful

Praise be to Allah the lord of the universe. Regard and pray to our prophet Muhammad peace be upon him, “Alohumma Shalli ‘alaa sayyidina Muhammad wa ‘ala alii sayyidina Muhammad”. This thesis is written and intended to submit in partial requirements for the Master degree in English Education at the Postgraduate Program, State Islamic University Sultan Syarif Kasim Riau. The thesis entitled “The Analysis of Interpersonal Meaning Identified in the Conversation Texts in the English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”.

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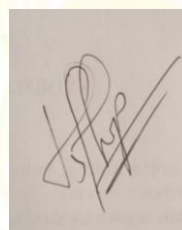
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May Allah Almighty, the lord of universe bless us all. Aamiin.

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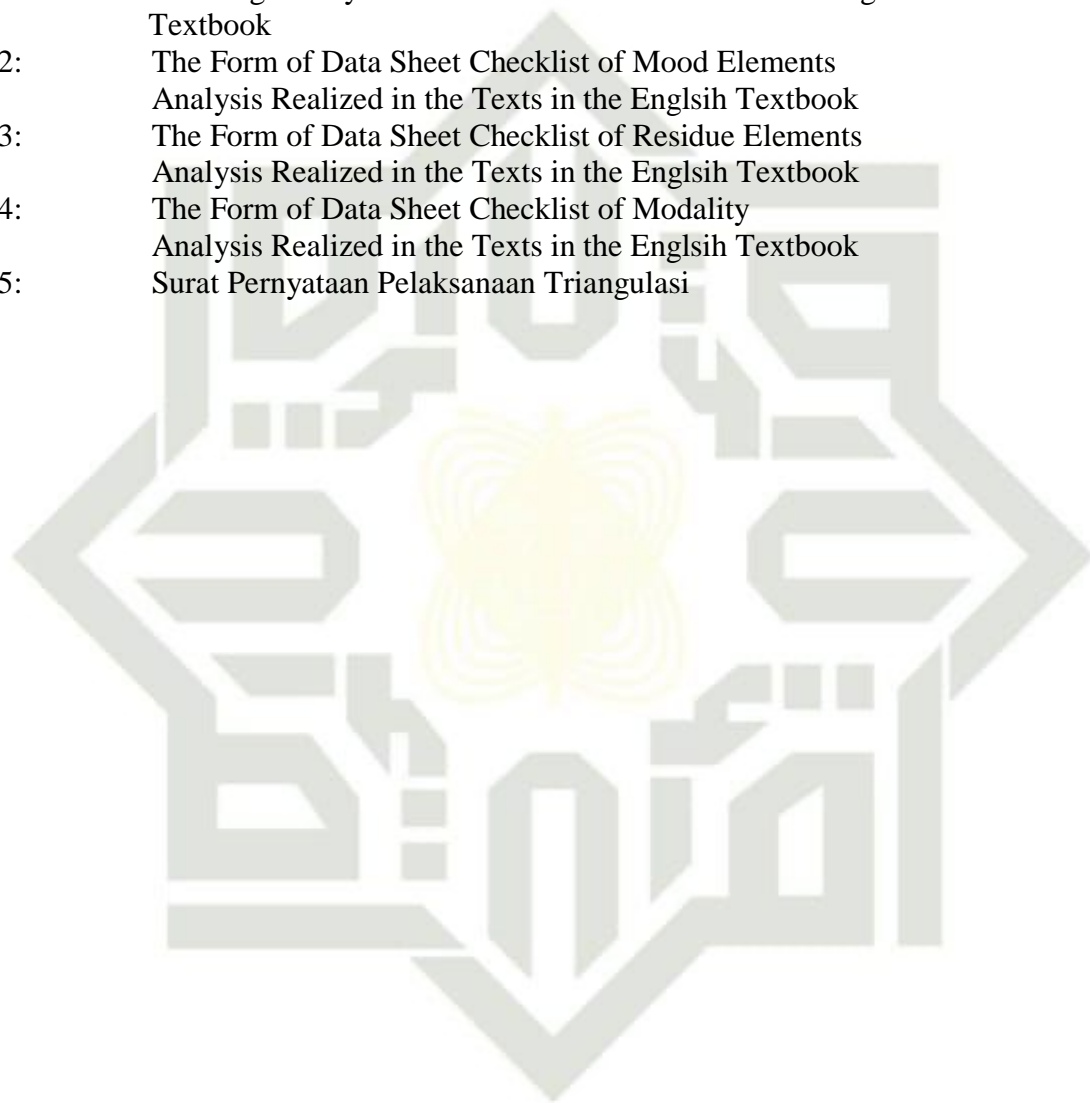


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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ص	Syin	Sy
ش	Shad	Sh
ط	Dhad	Dh
ظ	Tha	Th
ظ	Zha	Zh
ع	‘ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W



هـ	Ha	H
ء	Hamzah	”
ي	Ya	Y

2. Double Consonant

The double consonant is written double, for instance **العامه** written *al-ammah*.

3. Short Vowel

Fathah is written *a*, for instance **شريعة** *Syari'ah*, Kasrah is written *i*, for instance **الجبالي** *al-Jibali* and *dhommah* is written *u*, for instance **ظلوما** *zhuluman*.

4. Double Vowel

او is written *aw*, **او** is written *uw*, **اي** is written *ay*, and **اي** is written *i*.

5. Ta' Marbuthah

The stopped Ta' Marbuthat in the last verse h, for instance **الشريعة** is written *syaria'ah*, unless it has been taken into the Indonesian standard, for instance **mayit**. However, when it is read out, it is written *t*, for instance **الميتة** *al-maytatu* in Arabic.

6. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*, for instance **المسلم** is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, **عبدالله** (*'Abdullah*).

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.



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ABSTRACT

ENI FAUZIAH HARAHAHAP (2021): The Analysis of Interpersonal Meaning Identified in the Conversation Texts in English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”

This study examined the interpersonal meaning identified in the conversation texts in English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/Kelas X Kelompok Wajib”. The purpose of this research was to describe the interpersonal meaning identified in the conversation texts in English Textbook. The interpersonal meaning that was analyzed was the most dominant mood elements, residue elements and modality types. The research was descriptive qualitative in its design.

The main sources of data are the conversation texts identified in the English textbook. There are 58 conversation texts and 400 clauses contained in those 58 texts analyzed in this study. The results of data analysis shows that the interpersonal meaning identified in the conversation text: the most dominant Mood types is declarative with 298 clauses, then interrogative with 94 clauses and the least is imperative with 11 clauses. Furthermore, the most dominant residue elements are complements that are the highest dominant with 329 clauses followed by predicators with 246 clauses; and the last is adjuncts with 94 altogether. Finally, the modality types identified through the use of modal finite is that the medium modality degrees are found dominantly with 39 modals such as will, is/am/are to, would, should and shouldn't. The second is the low degrees with 27 modals such as can, want, can't, couldn't, probably, and may), and the least that is indentified is the high modality degrees with 10 modality degrees; namely, have to, need, must, and don't have to.

Therefore, the researcher suggests that some modifications of the tasks or ways are made by the teachers, by other researchers through Research and Development, or by the textbook writers to be more focused on choosing appropriate words for the students because the authors intend to focus the conversation between students and students, not the students and the teachers in the modality types. So, teachers hope to recommend two suggestions. The first is to use the alternative ways to make the modality types balanced. The second is to write a book or even the same research where the author should apply the development of knowledge for the students to know.

Keywords: *Interpersonal meaning; conversation text; and English textbook*



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ABSTRAK

ENI FAUZIAH HARAHAHAP (2021): Analisis dari Makna Interpersonal yang Tertera didalam Teks Percakapan di Buku Teks Bahasa Inggris untuk Sekolah Menengah Atas Kelas X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”

Penelitian ini meneliti interpersonal meaning yang tertera didalam teks percakapan di Buku teks Bahasa Inggris untuk SMA (Sekolah Menengah Atas) Kelas X “Bahasa Inggris untuk SMA/ MA/ SMK/Kelas X Kelompok Wajib”. Tujuan dari penelitian ini adalah untuk mendeskripsikan interpersonal meaning yang tertera didalam teks percakapan di Buku teks Bahasa Inggris. Interpersonal meaning yang dianalisis yaitu elemen-elemen mood yang paling dominan, elemen-elemen residue, dan jenis-jenis modal. Disain penelitian ini adalah deskriptif kualitatif. Sumber utama data adalah teks percakapan yang tertera di Buku teks Bahasa Inggris tersebut. Ada 58 teks percakapan dan 400 klausa yang didapat dari 58 teks yang peneliti analisis dalam studi ini. Hasil dari data yang dianalisis menunjukkan bahwa interpersonal meaning yang tertera di teks percakapan: jenis Mood yang paling dominan adalah deklaratif atau kalimat pernyataan (298 klausa), kemudian kalimat pertanyaan (94 klausa) dan yang paling sedikit adalah kalimat perintah (11 klausa). Sementara, elemen residue yang paling dominan adalah complements atau pelengkap yaitu (329 klausa), lalu diikuti predicators atau kata kerja (246 klausa), yang terakhir adalah adjuncts (94 klausa). Terakhir, jenis Modal yang tertera melalui penggunaan modal finite adalah tingkatan modal medium lah yang paling banyak ditemukan (39 modal contohnya will, is/am/are to, would, should dan shouldn’t), untuk tingkatan kedua yaitu modal tingkatan rendah (27 modal seperti can, want, can’t, couldn’t, probably, dan may), dan yang paling sedikit didapat adalah tingkatan modal tertinggi (10 modal yaitu have to, need, must, dan don’t have to). Maka dari itu, peneliti menyarankan bahwa beberapa modifikasi dari tugas tugas siswa atau cara-cara yang dilakukan oleh para guru, para peneliti lainnya, melalui pengembangan riset, atau oleh pengarang/ penulis buku untuk lebih fokus untuk memilih kata-kata yang sesuai untuk siswa seperti yang ada di buku teks yang dianalisis bahwa jenis jenis mood, residue dan modal yang digunakan didalam teks percakapan tersebut tidak seimbang. Maka dari itu, para guru diharapkan merekomendasikan 2 saran. Pertama adalah menggunakan cara-cara alternatif untuk menyeimbangkan jenis-jenis modal. Yang kedua adalah membuat buku atau bahkan penelitian yang sama, pengarang buku harus menerapkan pengembangan ilmu agar siswa bisa tahu semua ilmu secara seimbang.

Kata Kunci: *Interpersonal Meaning, Teks Percakapan, dan Buku Teks Bahasa Inggris*



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ملخص

إيني فوزية هراهِف (2021) تحليل المعنى الشخصي الذي تحقق في نصوص المحادثة باللغة الإنجليزية للكتاب المدرسي للمرحلة الثانوية العليا للصف العاشر *"Bahasa Inggris untuk SMA / MA / SMK / MAK Kelas X Kelompok Wajib"* المحادثة في كتاب اللغة الإنجليزية للصف العاشر في المدرسة الثانوية *"Bahasa Inggris untuk SMA / MA / SMK / Kelas X Kelompok Wajib"*. الغرض من هذا البحث هو وصف المعنى الشخصي المتحقق في نصوص المحادثة في الكتاب المدرسي باللغة الإنجليزية. المعنى الشخصي الذي يتم تحليله وهو العناصر المزاجية السائدة وعناصر البقايا وأنواع الطريقة. كان تصميم البحث وصفيًا نوعيًا. كانت المصادر الرئيسية للبيانات في هذا البحث هي نصوص المحادثة المحققة في كتاب اللغة الإنجليزية. كان هناك 58 نص محادثة و 400 جملة مأخوذة من تلك النصوص الـ 58 التي حللها الباحث في هذه الدراسة. تظهر نتائج تحليل البيانات أن المعنى الشخصي المتحقق في نص المحادثة: أكثر أنواع المزاج السائدة كانت تقريرية (298 جملة) ، ثم استفهام (94 جملة) وأقلها كانت ضرورية (11 جملة). بينما كانت العناصر المكملة أكثر العناصر المتبقية هي المسيطرة (329 جملة) ، تليها المتنبئات (246 جملة) ، وآخرها كانت الملحقات (94). أخيرًا ، كانت أنواع الطريقة التي تم إدراكها من خلال استخدام المحدودية الشكلية هي أن درجات الطريقة المتوسطة موجودة بشكل سائد (39 طريقة على سبيل المثال سوف ، هي / أنا / يجب أن تفعل ، يجب ، ولا ينبغي) ، بالنسبة الثانية كانت منخفضة الدرجات (27 طريقة مثل *can* ، *want* ، *can't* ، *couldn't* ، *probably* ، و *may* ، وأقل ما تم العثور عليه هو درجات الطريقة العالية (10 درجات نموذجية يجب أن ، تحتاج ، يجب ، ولا تملك ل). لذلك تقترح الباحثة أن بعض التعديلات على المهام أو الطرق يتم إجراؤها من قبل المعلمين أو الباحثين الآخرين من

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خلال البحث والتطوير أو بواسطة كتاب الكتب المدرسية ليكونوا أكثر تركيزًا على اختيار الكلمات المناسبة للطلاب نظرًا لأن المؤلفين يعتزمون القيام بذلك. ركز المحادثة بين الطلاب والطلاب ، وليس الطلاب والمعلمين في أنواع الطريقة. لذلك ، يأمل المعلمون في التوصية باقتراحين. الأول هو استخدام الطرق البديلة لجعل أنواع الطريقة متوازنة. والثاني هو عمل كتاب أو حتى نفس البحث ، يجب على المؤلف تطبيق تطوير المعرفة حتى يعرف الطلاب كل المعرفة بشكل عادل .

الكلمات المفتاحية: المعنى الشخصي. نص المحادثة ؛ وكتاب اللغة الإنجليزية

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CHAPTER I

INTRODUCTION

This chapter provides the information as to why a study on the chosen topic needs to be conducted and the rationale behind the importance of the topic to come into surface. The chapter contains the background of the study, statement of the problem, limitation of the problem, research questions and the aim and objectives of the study.

1.1 Background of the Study

People in the globe share information and ideas through language by which they can do business, talk about politics, tourism, education and so on and so forth, This to say, language is a means of communication. People also could share information and communicate their experiences by using language. Their interaction can be direct and indirect. If people say something indirectly, it means that they imply something. To do this, people may use one or both language forms: spoken and written to communicate their experiences. They try to achieve mutual understanding in their communities. Taking in Eggins and Slade's overview (1994:11), "Communication is not just a process of taking turn in producing sounds and words but it is a semantic activity, a process of making meaning". It is consistent with Halliday's (2004:3) view that language is a resource for meaning creation. It doesn't matter what kind of language the media uses. Then, according to him (2004:20), language relates to text and system, as well as sounds, writing,

wording, structure (part configurations), and resource (choices among alternatives).

It is understood that language is inextricably linked to human daily life as a social entity who cannot live alone. People are constantly creating and negotiating meaning in social situations, particularly through talk or engagement. A conversation takes place under specific circumstances and between specific individuals, who live in specific social and cultural contexts, and they bring their own personal characteristics, experiences, and beliefs, as well as their relationship history, to the interaction, as stated by Hyland (2011:24).

Therefore, many aspects are needed in learning English language, such as focusing on the teacher's skills, the student's ability, and the facilities including the textbooks, multimedia or language laboratory. As stated by Thomson (2000: 175), "The textbook is a stimulus or instrument for teaching and learning". Riazi (2003: 52) also states that textbooks play a very crucial role in the realm of language teaching and learning and are considered the next important factor (element) in the second/ foreign language classroom after the teacher. Concurrent with this, communicative language teaching must be applied to the learners that focuses on communicative competence. As stated by Larsen and Freeman (2008: 121), "Communicative language teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence as the goal of language teaching and by acknowledging the interdependence of language



and communication”. It becomes clear that being able to communicate requires more than linguistic competence. It requires communicative competence. Communicative competence covers linguistic competence, discourse competence, socio-linguistic competence and strategic competence.

Therefore, students should be given good materials, such as texts, to enable them to generate texts in English to understand meanings. The appropriateness of language use should be considered in these works. Authentic resources, such as those from a newspapers, magazines, cookbooks, or textbooks can be used. In this study the researcher takes a textbook as the authentic materials in teaching and learning as a supplied material for students. Dana Ferris and John S. Hedgcock claim that (2005: 125), “Textbooks are so pervasive in educational systems throughout the world. Indeed, textbooks provide the backbone for the courses many educators teach”. It indicates that the textbook materials should assist the instructor in conducting the teaching and learning process, hence it is critical for the teacher to choose and examine the textbook's contents. Students are exposed to conversation texts that primarily focus on the usage of functional terms in order to grasp the context of a situation in a text, particularly spoken. In categories, systemic functional grammar emphasizes the context of the situation. Field (ideational meaning), Tenor (interpersonal meaning), and Mode are the three (textual meaning).

Corresponding to these, Halliday (1970) The Experiential (Ideational), Interpersonal, and Textual metafunctions of language are examined. Each

metafunction reflects many types of clause meaning in various aspects of the universe. A sentence is regarded a piece of interaction between the speaker and the listener in interpersonal metafunction analysis, which is the focus of this study (Halliday & Hasan 1985: 8). Language is viewed as a means of reflection in this case. “The interpersonal metafunction uses language to encode interaction and to convey how defensible or binding we find our proposition or proposal,” according to Butt et al (1995:13).

Meaning is considered an interpersonal analysis from the perspective of its role in the social interaction process. Furthermore, a clause is divided into Mood and Residue in the interpersonal metafunction, with the mood element being further divided into Subject and Finite. Nominal groupings are commonly used to actualize the Subject and Complement. The tensed part of the verb brings the Finite to life. The non-tensed (or nonfinite) element or elements of the linguistic group realize the Predicator. An adverbial group or a prepositional phrase realizes the Adjunct.

Further, according to Matthiensen (1995:17) The interpersonal metafunction is a tool for enacting social roles and connections between the speaker/writer and the listener/reader. As a result, the focus of this research will be on how relationships are formed and sustained in conversation texts. Then, the researcher limits the analysis by focusing on Interpersonal Meaning (Tenor) of the conversation texts in order to know the relationships and power of interpersonal meaning (tenor) including equal or unequal, high or low affective involvement presented through the conversation texts based on the

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textbook. Tenor or Interpersonal Meaning is the role of relationship between the interactants.

Poynton, (in Eggin, 1994: 64) states Power, affective participation, and contact are the three continua that make up the tenor. On the other hand, power is a matter of equal and unequal power of the roles of the interactants in communication, contact deals with frequency of communication between the interactants. It is whether they have frequent or infrequent interaction. Affective involvement describes the emotional relationship between the interactants in a particular situation. The affective involvement is either high or low.

The interpersonal metafunction in language realizes tenor, which is the projection of interpersonal meaning (Martin, 1992: 523-525). In this study, the researcher chooses the textbooks entitled “ Bahasa Inggris for Senior High School ‘Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib’”. These textbooks consist of some functional expressions and those functional expressions are listed and graded from more formal to less formal situations. In fact, those expressions would mean nothing without context. Consequently, the study on tenor as one of the elements of context of situation becomes important.

By analyzing tenor, the meaning constructed to build the relationship between the interactants in conversation text can be interpreted. Interpersonal meaning is the meaning that is used to enact social relationship between the participants in discourse. The enactment of this type of meaning,



as well as the other two types of meaning, is conducted through the clauses they produce during the social interaction. In interpersonal meaning is mainly realized through the Mood and Modality part of a clause. Following to the Martin, Matthiessen and Painter (1997: 57), making an utterance in an interactive event inherently involving a speaker or a writer and an addressee (listener or reader).

Briefly, the role of interpersonal communication is a sort of action in which the speaker or writer uses words to communicate with the listener or reader. The meanings of expression derived from a speaker's attitude or judgment are referred to as interpersonal function. Mood and Residue are two components of interpersonal function. The clause's interpersonal function is carried out by mood elements, which are made up of subject and finite. The Residue is the other component. Predicate, complement, or adjunct are examples of residue.

In fact, after observing the textbook: "Bahasa Inggris untuk SMA/MA/ SMK/ MAK Kelas X Kelompok Wajib", the structure and the language development identified such as in conversation texts are unstructured. Unstructured language makes students are difficult to catch the interaction point that is interpreted in the text. Language development and the structure have some difficulties traditionally. That is to say, they are found Unmarked and marked sentence realized in conversation text in that textbook. For example, on page 8 in Activity 7 Monica as the speaker says "Nice to meet you, Jeni". Then, on page 24 in Activity 6 and 7: "you are in the spotlight!",



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“what a nice new car you have” and “How Lucky You are”. Like in the sentence “You are in the spotlight!”. The author writes and gives the imperative sign or symbol (!) that shows the imperative is meant by giving a deractive. The form must be in “(Subject) - Finite or Predicator only”, the subject is implicit. But, the form in “You are in the spotlight!”, the form is “Subject – Finite”. “Subject – Finite” form is form to make a statement. So that is why there are some problems related to the form of interpersonal meaning (Marked and Unmarked structure) in the conversation texts in the English textbook. The simple explanation is given below:

Table 1:
Marked and Unmarked Problem in the Conversation Text

Commu nicative Act	Mood	Example	Marked Structure	Unmarked Structure
Making a statement	Declara tive	1) I am Monica Sanzes (Subject – Finite)	√	
		2) Nice to meet you, Jeni. (Finite – Subject). (Finite – Subject) must be in Impreative. So that’s why it is unmarked structure. Out of the form of making a statement.		√
		3) What a nice new car you have. (WH-		√

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		Subject – Finite). (WH- Subject – Finite) must be in interrogative. So that's why it is unmarked structure. Out of the form of making a statement.		
		4) How lucky you are. (WH- Subject – Finite). (WH- Subject – Finite) must be in interrogative. So that's why it is unmarked structure. Out of the form of making a statement		√
Asking a question	Interrogative	Are you attending the summer camp? (WH- Subject – Finite).	√	
Giving a directive	Imperative	1) Call me Monic. (Finite or predicator).	√	
		2) You are in the spotlight! (Subject – Finite). (Subject – Finite) must be in the Declarative. So that's why it is unmarked structure. Out of the		√

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		form of giving a directive.		
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Based on the above description, the researcher would like to find out more detailed analysis about the interpersonal function identified in English Textbook for Senior High School “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”. Therefore, the researcher was interested in doing the analysis of the text book through a study entitled **“The Analysis of Interpersonal Meaning Identified in the Conversation Texts in English Textbook for Senior High School Grade X ‘Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib’”**.

1.2 Statement of the Problem

There are a number of things involved in the teaching and learning process. First of all, there must be a teacher to teach students, there must be students to be taught, there must be curriculum or syllabus to follow, there must be materials to be taught including the teaching materials already designed such as text books for every level of students. There must also be teaching aids and evaluation

. In fact, it is not so easy to select the appropriate textbook to meet the needs of the students (Chaisongkram, 2011). As a result, textbook analysis is required since textbooks are critical in moulding teachers', students', and families' perspectives on school subjects (Valverde, 2002). Textbook analysis

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here is in the term of the discourse analysis; namely, the interpersonal meaning of the text realized in the English textbook.

A textbook, sometimes known by many other names, is a collection of exercise and instructional materials offered by an educational institution or school (Mudzakir, 2014). The materials studied here are texts. Texts that are studied which are available in the English textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib” are the text in semester 1. There are 5 chapters in semester 1 and 5 chapters also are for semester 2. The researcher focuses for semester 1 only due to the time limitation. The text topics are Self Introduction, Expression of Compliment, Plans and Intension, and Descriptive Text in the form of conversations. There are 5 conversations in Chapter 1, 4 conversations in Chapter 2, 3 conversations in Chapter 3, 2 conversations in Chapter 4, and 6 conversations in Chapter 5. Altogether there are 19 texts to be analyzed.

1.3 Limitation of the Problem

People in their daily lives communicate with each other through interactions for many purposes. The interaction occurs as part of a complex process. However, because Schleppegrell (2008:47) states that tenor deals with interpersonal choices indicated by Mood (statement, questions, and demands), Modality (modal verbs and adverbs), Intonation, and other resources for evaluative and attitudinal meaning, the researcher focused the analysis on tenor as interpersonal meaning in this study (e.g. resources for appraisal).

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Further, interpersonal meaning is distinct in that it makes interactions between individuals more engaging by allowing people to communicate their feelings through mood type selections. According to this theory, Schleppegrell (2008:58) demonstrates that tenor is a contextual variable realized in the interpersonal component of the grammar, and that speakers and writers can demonstrate their understanding of role relationships in each context and express their stance toward the text they are creating by using choices from the interpersonal component. To put it another way, tenor or taking a stance recognizes people's relationships. It may have an impact on how they engage with one another. So, this study aims to analyze the interpersonal meaning identified in the texts involved in the English textbooks for Senior High School “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”.

1.4 Research Question

The research questions can be formed into several specific questions in order not to discuss anything irrelevant, this study is formulated by presenting and focusing the attention to the following questions problem: What are the interpersonal meaning identified in the conversation texts in English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”?

In order to be more focused, the researcher divides the research question of interpersonal meaning into 3 sub questions as follows:

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- 1.4.1 What are the most dominant Mood Elements identified in the conversation texts in English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”?
- 1.4.2 What are the most dominant residue Elements realized in the conversation texts in English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”?
- 1.4.3 What are the Modality identified in the texts in English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”?

1.5 The objective of the Study

Based on the above-mentioned research questions, the main objective of this study is to investigate the analysis on interpersonal meaning identified in the texts in the English textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”. The study has been conducted in the form of an analysis with the following goals in mind: To describe the interpersonal meaning realized in the conversation texts in English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”.

Then, the researcher details the purposes of the study of interpersonal meaning into 3 sub purposes; they are:

Hak Cipta Dilindungi Undang-Undang

- 1.5.1 To know the most dominant mood elements identified in the conversation texts in English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”.
- 1.5.2 To know the most dominant residue elements identified in the conversation texts in English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”.
- 1.5.3 To describe the modality identified in the conversation texts in English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”.

1.6 The Rationale of the Study

This study aims to discover the interpersonal meaning identified in conversation texts in English textbooks. Due of the uneven interpersonal aspects included in the English textbook, it is critical for teachers to select the appropriate textbook to meet the needs of their students (Chaisongkram, 2011). As a result, textbook analysis is required since textbooks are critical in moulding teachers', students', and families' perspectives on school subjects (Valverde, 2002).

There have been some studies that have focused on interpersonal meaning. In light of the foregoing, textbook analysis is critical to assist the learning and teaching process. On the other hand, textbooks must be relevant and balanced, taking into account all aspects of interpersonal meaning. Furthermore, “Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X



Kelompok Wajib” textbook was analyzed based on the interpersonal meaning analysis of English textbook by some experts associated with conversation texts.

1.7 The Significances of the Study

Considering about the significances of the study means that talking about the contributions of the research outcomes. This research is intended to contribute to future research and may provide suggestions to those working in the area of education. This research is significant for a number of reasons. The findings of the study will be important for the following reasons:

- 1.6.1 It will give the data about the strengths and weaknesses of the materials identified in the texts in English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”.
- 1.6.2 It will give the data about the implementation of the standard of content, especially the usage of interpersonal identified in the texts in English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”.
- 1.6.3 Users of the textbook will be able to make an evaluation to the interpersonal texts identified in the texts of English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”.

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1.6.4 The results of the analysis of the text book are expected to give an input of data to next writers to design a new English textbook for grade X.

1.6.5 Through the results of the book analysis, it is expected that further analyses of other text books for different levels are performed.

1.8 Definition of Terms

To avoid misunderstanding and misinterpretation, the following key terms are provided:

1.7.1 The analysis: taking from Endah Hardiyanti's thesis (Endah Hardiyanti: 2018:11), she takes the description from Dawson (Dawson, 2009:122). The method of analyzing each script by assigning codes to various qualities inside the text, which can be numbers or words. It is described as summing any form of interpersonal meaning achieved in the English textbook text types in this study.

1.7.2 The relationship between the speaker or writer and the listener or reader is referred to as **interpersonal meaning**. Its purpose is to allow for the exchange of roles in rhetorical dialogue, such as declarations, questions, offers, and orders (Lusi Ayu Setiowati, 2016:7).

1.7.3 Text is coherent in two ways: it is coherent in relation to the context of the situation, and so consistent in register; and it is coherent in relation to itself, and thus cohesive (J. R. Martin, 1992:381). In this

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research, there are 3 types of texts given as the topic of the English textbook. They are descriptive, recount and narrative text.

1.7.4 Conversation Text (Susan E. Brennan, 2010:1) is a cooperative activity in which two or more people communicate with each other using linguistic forms and nonverbal signs. Conversations between two people are called dialogues (although the terms dialogue and conversation are often used interchangeably). Face-to-face communication is universal, including people from all walks of life and offering a dynamic environment for youngsters to learn their original languages. Conversations can also be mediated, such as when speech or text is delivered by electronic technology. The definition of dialogue and its fundamental qualities is approached from an interdisciplinary perspective in this essay.

1.7.5 Textbook is a teaching and learning stimulus or device (Thomson, 2000:175). According to this definition, a textbook is a manual of instruction or a standard book in any subject of study that is published in response to educational institution requests.

1.7.6 Bahasa Inggris Textbook is an English textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib” published by Grafindo Media Pratama first edition, 2018 written by Herman Benyamin becomes an object of the study.



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CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter provides grand theories which support the topic of the research on the analysis of the text books for senior secondary school students in particular. This research is based on four theories: theory about the theoretical background, theory about the theoretical background, theory about the theoretical background, and theory about the theoretical background. It includes an overview of the literature on Systemic Functional Linguistics, Interpersonal Meaning, and text types. The second theory is based on the results of prior study. It assists the researcher in conducting the research by examining the approaches and procedures used in previous studies. The conceptual framework is the third. It demonstrates the concepts employed to conduct this research.

2.1 Systematic Functional Linguistics

SFL (Systemic Functional Linguistics) is a branch of linguistics that studies language as a source of meaning. M.A.K. Halliday uses discourse analysis to introduce this idea. It sees language as essentially a tool for delving into and comprehending discourse meaning (Halliday, 1994: xiv). It differs from other theories of language in that it possesses both systematic and functional characteristics. A language or any other semiotic system is viewed as a network of interlocking possibilities in systemic theory, which is a theory of meaning as choice (Halliday, 1985: xiv). It's also a functional one, because the conceptual framework it's built on is functional rather than

formal. It is founded on the idea that language is a source of meaning rather than a set of rules. Rather than explaining how language is generated, it explains how it is used. When Halliday says that everything that is said or written emerges in some context of use, it is evident. Furthermore, he claims that this research is useful in three ways: as a text, a system, and as language structural parts (Halliday, 1985: xiii).

Next, Functional components are the underlying components of meaning in language. From the standpoint of the semantic system, Halliday (2002: 198) distinguishes three functional modes of language meanings: (1) ideational (experiential and logical), (2) interpersonal, and (3) textual. They are "various forms of meaning potential" that "relate to the most general functions that language has evolved to serve," according to him. Additionally, according to Martin in English Text, Halliday refers to these several sorts of meaning as metafunctions—the experiential, interpersonal, and textual, respectively (1992: 8).

2.2 Interpersonal Meaning

According to Halliday (1970:140-165), a situation's context is divided into three categories: field, tenor, and mode. In this regard, Halliday divides language into three types of metafunctions: experiential, interpersonal, and textual metafunctions. Clauses, according to Gerot and Wignell (1995:22), convey three sorts of meaning: ideational, textual, and interpersonal. Things and concepts that are realized in the phrase are the subject of ideational meanings.



Whereas, In lexicogrammar, contextual and con-textual meanings are realized through theme, information systems, and coherence. 'Whereas language is a way of reflecting in its experiential meaning, language is a way of acting in its interpersonal meaning,' says Halliday (1985: 20). Language is viewed through the lens of its function in social interactions in interpersonal meaning. Interpersonal meanings, according to Gerot and Wignell (1994:13), are meanings that communicate a speaker's attitudes and judgments. These are the meanings of interacting with and acting on others. One of the most basic interaction distinctions, according to Butt (2001:86), is between using language to convey information and using it to exchange commodities and services. The tone (who/what kind of person authored this text? for whom?) of discourse has the greatest impact on these meanings.

Interpersonal meanings are concerned with the manner in which we operate on one another through language, and they emphasize on the interaction of the language. An interlocutor seeks to tell listeners/readers via text in either spoken or written materials. This means that each text contains a relationship between information sources and recipients. The mood element and the residue element of the clause are the two components of interpersonal meaning analysis. Predicator, complement, and some adjuncts such as mood, polarity, remark, vocative, or circumstantial adjunct make up the mood element, whereas the residue is made up of predicator, complement, and some adjuncts such as mood, polarity, comment, vocative,



or circumstantial adjunct make up the residue (Suzanne Eggins, 1994:154-169).

The Subject and the Finite operator make up the Mood. The Finite operator belongs to a verbal group, while the Subject belongs to a nominal group. The following example demonstrates how to use the Subject and Finite operators:

Table 2:
Subject and Finite Operator

They	Could
Subject	Finite
Mood Element	

Table 2 describes that in the phrase "They could," "they" is the Subject, while "could" is the Finite. The subject is a nominal group that includes a personal pronoun as well as nouns. The Finite element, on the other hand, is a verbal operator that expresses tense and modality (Halliday, 1994:72). From a semantic standpoint, Halliday (1984, 1985a: 68-71) examines the language of interaction. He points out that one of the things we do when we use language to connect is form a relationship between us: between the one who is speaking now and the person who will most likely speak next. The mood structure of the sentences refers to how functional parts, including the constituent Subject, are organized. The Mood part of the sentence is the component that gets passed along. The

Subject and the Finite are two fundamental functional aspects of the Mood component of the phrase.

Halliday (1985a: 76) proposes a Subject that realizes the item through which the proposition can be affirmed or denied. It identifies the person or thing who is “held responsible” for the success or failure of the idea. The Finite is the second component of the Mood element. The Finite is defined by Halliday (1985a: 75) in terms of its function in the phrase to make the assertion definite, to anchor the proposition in a way that individuals can debate it.

The Residue is the remaining component. Predicator, Complement, and Adjunct make up Residue. Nominal groupings are commonly used to realize the Complement. The non-tensed (or nonfinite) element or elements of the linguistic group realize the Predicator. An adverbial group or a prepositional phrase realizes the Adjunct. Circumstantial, mood, polarity, remark, vocative, conjunctive, and continuity are all subtypes of adjuncts. Example:

Table 3:

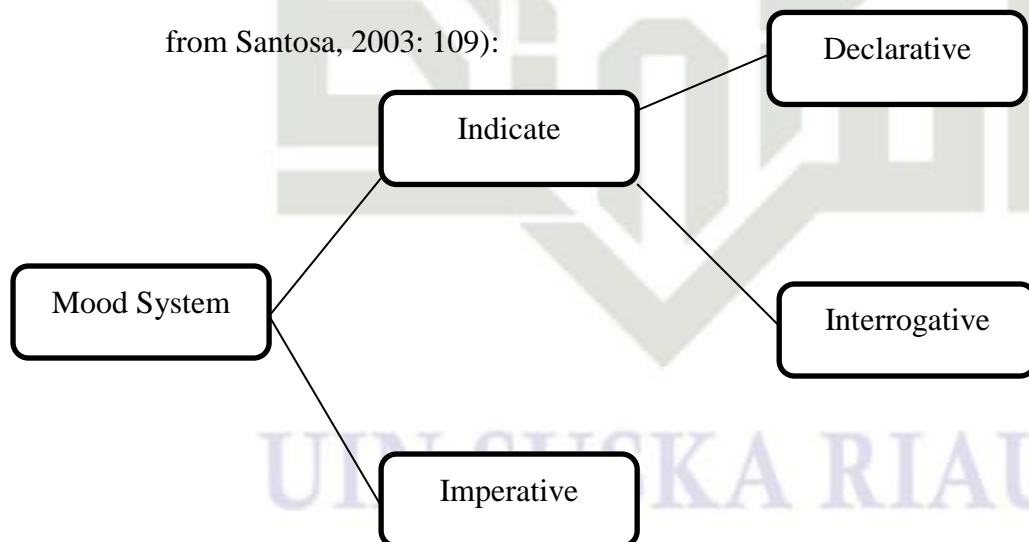
Mood and Residue Operator

Josh	Can	Speak	English
Subject	Finite	Predicator	Complement
Mood		Residue	

Hak Cipta Dilindungi Undang-Undang**2.2.1 Mood System**

The mood system is a classification system that identifies the types of clauses used in a verbal encounter, whether it is indicative (declarative, interrogative) or imperative. A clause structure that fulfills an interpersonal meaning is known as mood structure. The interpersonal connotation refers to the participants' relationship or contact, which can be divided into two categories: giving and demanding. These exchanges were influenced by the type of commodity being traded: goods, services, or information. The mood structure is then utilized to determine if a clause is a proposition (providing or demanding information) or a proposition (giving or demanding goods and services) (Santosa, 2003: 108).

The following diagram depicts the mood system (adapted from Santosa, 2003: 109):



The main resource in the grammar for marking the communicative intention of an utterance is in the Mood (which

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distinguishes between declarative, interrogative and imperative sentences). The communicative acts are realized as follows:

Table 4:

The Mood Types

Communicative Act	Mood	Example
Making a statement	Declarative	We had a good night
Asking a question	Interrogative	Did you have a good night?
Giving a directive	Imperative	Have a good night!

It is crucial to look at the Mood element when determining the mood of a clause (subject and finite). The Finite is the portion of the verb that determines the speaker's mood or temporal reference (tense) (modality). The presence or lack of a Subject, as well as the location of the Subject and the Finite, define the mood structure.

Table 5:

The Mood Structure

Mood	+/- Subject	Order	Example
Declarative	+ Subject	Subject – Finite	Sarah sings
Interrogative (yes/no)	+ Subject	Finite – Subject	Does Sarah sing?
Interrogative (WH)	+ Subject	WH- Finite – Subject	What does Sarah sing?
Imperative	- Subject	Predicator	Sing!

Declarative, interrogative, and imperative sentences are used in the following sentences:

1. (Declaratives) Mike arrived at school at nine o'clock.

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2. (Interrogatives) Did Mike arrive at school at nine o'clock? or
What time did Mike arrive at school? or Where did Mike arrive at
nine o'clock?
3. (Imperatives) Tell me when Mike arrived at school.

The interlocutor provides information to the listener/reader in declaratives; the former is a provider of information and the latter is a recipient of information. People can perceive the reverse movement of information in interrogatives; the interlocutor anticipates a response (yes/no, at nine o'clock, or at school) from the listener/reader. This demonstrates that the former is an information receiver, whereas the latter is a (possible) information provider.

Finally, in imperatives, the interlocutor demands information (or commodities and services, according to Halliday (White, 2000, p.7) from a listener/reader; the former is a recipient of information, while the latter, as in interrogatives, is a provider of information/service. It is worth noting that such interlocutors' connections are naturally influenced by the social circumstances, and as a result, the interlocutors' positions will retain some flexibility. Example 3 above, *Tell me when Mike arrived at school*, can be replaced by (1) *You should tell me when Mike arrived at school*, or (2) *Would you tell me when Mike arrived at school?* etc. Sentence (1) demands the service more strongly by using the word *should* rather than the original.

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On the other hand, sentence (2) represents a very polite request by using the phrase *Would you ... ?*, and the demand of service is not as strong as the original. Despite the fact that each statement carries the identical idea, the subtle detail beneath the message differs. Furthermore, sentence (1) uses a declarative language to convey a demanding message, whereas sentence (2) uses an interrogative sentence. This implies that the interlocutor in sentence (1) may become a service beneficiary.

As a result, sentence forms may work together to compensate for missing meanings. Because the usage of words in texts is so closely linked to the interlocutor's interior reality, it's crucial to pay close attention to even decorative terms in texts. For instance, when example 1 contains the word *probably*, or the phrase *I suppose*, the certainty of the meaning of the text will be reduced. On the other hand, when it has *definitely*, or *I know*, the certainty will be increased. Such words, extending the meaning of texts, are called modal verbs.

Modality comes in a variety of shapes and sizes, and its functions vary based on the modal words/phrases used. When the subject of the sample sentence *Mike* is replaced with *Mr Smith*, the text will lose the intimacy it contains. It will sound more formal, as though being spoken from a secretary to his/her boss. When *arrived* is replaced with *got to*, the intimacy of the text will become stronger. When the text is rewritten to *He'll arrive at school at nine o'clock*, it

sounds to be delivered by a person who knows *Mike* in a casual way. As a result, the usage of words in a text can be said to generate the social role and relationship.

When individuals communicate with one another, they utilize precise language to express a variety of messages: they may want to order, apologize, confirm, welcome, reject, describe, and so on. The sentence's core structural elements, such as whether it takes declarative, interrogative, or imperative forms, are governed by the mood system. As a result, the mood system is the element of grammar that is most inextricably tied to the roles that speakers adopt when using language.

Declarative clauses are used to convey declarations, interrogative clauses are used to express inquiries, and imperative clauses are used to express commands. In some circumstances, there are exceptions. Some interrogative sentences, for example, can be used to issue commands with a variety of intonations. The subject and finite make up the mood in Functional Grammar, and the subject-finite positioning in a phrase fulfills multiple speech functions, which is important for carrying out the interpersonal meaning of the clause as an exchange and acts as a reflection of social role and identity (Eggins & Slade, 1997).

2.2.2 Modality

When speakers are unsure about their message, they make an indication by aiming at a position between a definite "yes" and a definite "no," which is known as Modality. All positioning by the speaker about possibility, usuality, typicality, obviousness, obligation, and inclination is referred to as modality (Butt, 2001:113). Probability, usuality, duty, and preparedness, according to Martin, are the four primary types of modalities.

Halliday associates propositions (statements and questions) with modalization, which he associates with probability and usuality. He associates obligation and readiness with modulation, which he associates with proposals (offers and commands). The writer's attitudes or comments toward a proposition are expressed through modalities. Modal verbs (may, can, could, will, should) and semi-modal verbs (have to, be going to, have got to) are used to convey it, as well as various adjectives, adverbs, and nouns (probably, probable, probability). It also reflects an interpersonal element of meaning that deals with the speaker's evaluation of probability, degree of obligation, potential, prophecy, and intention, among other things. A text's projected assertiveness can indicate many types of interpersonal relationships between the writer or speaker and the reader or listener. There are more options than just saying "yes" or "no." There are intermediate degrees of indeterminacy: various types of indeterminacy that fall somewhere in the middle, such as "sometimes" or "maybe." Modality

refers to the range of degrees that exist between the positive and negative poles (Halliday, 1985: 86). It is the speaker's assessment of the probabilities, or obligations, that he is referring to (1985: 75). The phrases modalization and modulation in modality are used to represent probability and obligations.

The premise of modality utilized in the clause that investigates information is referred to as modalization. It is divided into two categories: probability and regularity. The terms "likely," "perhaps," and "definitely" are used to describe probability. Meanwhile, usuality is made up of the words "sometimes," "usually," and "always" (Halliday, 1994: 89). According to Halliday, the proposition modality utilized in a clause that transfers commodities and services is modulation. The definition of positive and negative poles in proposal is prescribing and prohibiting: positive "do it" and negative "don't do it" (1994: 89). It's split into two sections: command and offer. The intermediate point in command denotes the degree of obligation: allowed to/supposed to/required to, whereas the intermediate point in an offer shows the degree of inclination: ready to/eager to/determined to.

There are three levels of modalities: high, middle, and low. The positive pole is represented by the higher level, while the negative pole is represented by the lower level. The table below shows the various types of modal:

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Table 6:
The Degree of Modality
(Adapted from Halliday, 1985: 75)

Low	Median	High
Can, may	Will	Must, ought to
Could, might	Would, should	Need
	Is to, Was to	Has to, had to

2.3 Conversation Text

A conversation is more than just a series of messages delivered by speakers in the form of speaking turns that are received and interpreted by addressees. Conversations are divided into adjacency pairs, with distinct speakers producing the first and second sections. Students are exposed to conversation texts that primarily focus on the usage of functional terms in order to grasp the context of a situation in a text, particularly spoken. In categories, systemic functional grammar emphasizes the context of the situation.

There are two aspects that are analyzed in conversation; namely, move and speech function and its realization in mood (Saragih, 2010). In analyzing conversation, there are two possibility coding, they are unmarked or congruent coding and marked or metaphor coding. Congruent coding means that the structure moving of the conversation move is unmarked, it means the link is as normal structure. Metaphor is the replacement of one grammatical class by another (Halliday, 2006:32). It means that it is possible in conversation a speech function is not coded by its mood, when it occurs, it is called metaphor. The coding of exchange structure or

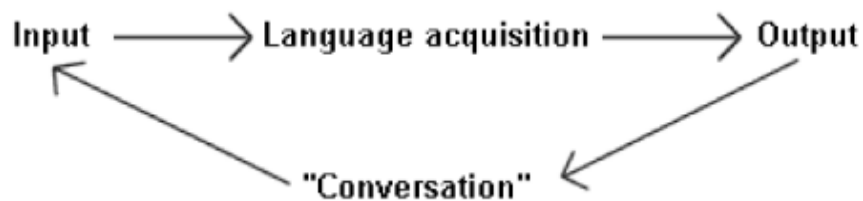
conversation can be in various coding or not congruent is called metaphor coding (Saragih; 2006: 201). Metaphor coding in conversation refers to a term used in exchange structure involving moves, speech functions and its realization in moods. To improve students' English competence, students are given English textbook. Since textbook is a means of a formal manual instruction in a specific subject, especially one for use in schools or colleges. It is very fundamental in teaching and learning process, because it will help teachers and students in the educational activity, including timing use.

Conversation is a talk between two or more people in which thoughts, feelings, and ideas are expressed, questions are asked and answered, or news and information is exchanged. It is supported by Oxford Dictionary, it explain that conversation is an informal talking involving a small group of people or only two. Therefore, as its primary function is to assist in the maintenance of social relationships, conversation is not (and should not be) held to the written grammar's rigid standards, which often cause conversation to be viewed in a negative way. Moreover, conversation should not be equated with uses of language that are not authentic, spontaneous interpersonal communication. Method is a procedure, technique, or way of doing something, especially in accordance with a definite plan. In other word, method is a planned way of doing something, especially one that a lot of people know about and use.

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The concept of participation in a conversation also reveals the importance of daily conversation in language learning since it is responsible for language acquisition. Conversation is not a one-way to obtain language input, but it consists of language acquisition process. A conversation can be really beneficial toward the students' progress in learning speaking. It will influence the students' ability to provide appropriate content-area instruction to the students. It is also necessary to promote the interaction between language learners and shape the individual development both the form and the content of target language. So, conversation is not a one-way to obtain language input, but it consists of language acquisition process which can be illustrated as follows:



In a conversation, language learners do not only listen to their partner, but also actively engage in the conversation. In this case, Kosar and Bedir stated that the good language learning have a strong motivation to make use of the chances for communication. Hence, the more the learners talk, the more people will talk back to them which will increase the quantity of input and improve their language ability. That is why interpersonal meaning in the form of conversation text is really beneficial to the students

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to get the point what they are talking about. If the students understand the conversation text, they actively and spiritly involve in the conversation text.

2.4 Textbook

Talking about textbook used in the school means that it is a medium which is meant to help the teachers when the teaching and learning activities progress. A teacher usually uses some media to make him or her easier in explaining the teaching materials. One media, which are ordinarily used is a textbook. The textbook is easy to buy, to carry, and to study. Even though there are so many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school.

The textbook theory is initially presented by providing a definition of the textbook. A textbook is a book that provides instruction in a subject and is commonly used in schools and other educational institutions. “Textbook is a learning media that is utilized in schools and colleges to complement a teaching program,” says Buckingham in Tarigan (1990). Then, according to Tarigan and Tarigan (1990: 13), textbook is a lesson book in specific field of study, which is a standard book written by the experts in that field according to the instructional purpose, completed by suitable teaching media which is easy to be understand by the users in schools or college. Next, Sitepu (2012) points out that textbook is all book used in the teaching and learning process, including working book, modules, and reference book.

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Mudzakir (2014) noted, "A textbook is supplemented with students' contributions," which is similar to the remark above. As he stated in his journal, textbooks, as well as a variety of other names, are often utilized by educational institutions or schools and are usually accompanied by exercise and instructional materials. The standard of student work in a textbook or course book is usually appropriate for the students' knowledge competence, according to Cunningsworth (1995:1), who stated that a published textbook has typically passed several qualification tests from the publisher in controlled pilot studies before being released to the general public.

Gebhard (2009:101) implied that at a minimum, an activity in an EFL/ ESL textbook generated by publishing businesses, government agencies, curriculum development teams at school brands, and classroom teachers, in keeping with Cunningsworth's assertion above. A textbook, according to another definition, is a handbook of instruction or a standard book in any field of study that is published in response to the needs of educational institutions.

According to the criteria above, it is critical for teachers to use a textbook when teaching a certain subject in order to aid them in conducting teaching and learning activities and achieving educational goals. The standard of student work in a textbook or course book is usually appropriate for the students' knowledge competence, according to Cunningsworth (1995:1), who stated that a published textbook has typically passed several qualification tests from the publisher in controlled pilot studies before being

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Secondly, Tarigan and Tarigan (1990: 31) categorized textbooks into three, they are:

1. Single Textbook: Single textbook is a textbook that consist of one book.
For example: Ramlan, M. 1983. *Sintaksis*. Yogyakarta: CV Karyono.
2. Bound Textbook: Bound textbook is a lesson book for specific class or grade. For example: Depdikbud. 1981. *Bahasa Indonesia I, II, dan III*. Jakarta: Proyek Pengadaan Buku Pelajaran, Perpustakaan dan Keterampilan SLU.
3. Series Textbook: Series textbook is bound lesson book includes several grades, for example from Elementary School – Junior High School – Senior High School. The example of series book is Tarigan, Henry Guntur and Djago Tarigan. 1985. *Terampil Berbahasa Indonesia (untuk SD-9 jilid)*. Bandung: Angkasa.



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In detail, Instructional materials in the form of the textbook are very important for both teacher and learner. In making teaching preparation and conducting the teaching for example, the teacher needs textbook. In addition, without textbook, teacher will have difficulties in constructing written evaluation. While for the learner, textbook also plays an important role. The learner who do not have a textbook with them during the teaching learning activities will not be able to follow the lesson well. In the other word, lack of textbook in teaching and activities can create the less success of teaching. Here, the researcher tries to do the analysis of series textbook especially for Senior High School grade X.

Thirdly, considering about the function about the textbook, in the view of Sitepu's ideas (2012: 21), textbook has functions for student as manual instructor in studying, and for teacher as direction to teach a lesson. The student uses textbook as the main source for:

1. Preparing the student as individuals or groups before the teaching and learning process in the class.
2. Interacting in the class teaching and learning process.
3. Doing the assignments given by the teacher.
4. Preparing the students for the test or formative and summative tests.

In addition, for the teacher, textbooks are used as the sources for:

1. Making teaching design.
2. Preparing the other learning sources.

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3. Developing contextual learning sources.
4. Giving assignments and
5. Arranging evaluation materials.

Correspondingly, a textbook has many benefits in Betsy's overview in Weddel (2009:3) as in the following:

1. It assures a measure of structure, consistency, and logical progression in a class.
2. It minimizes preparation time for teachers,
3. It allows learners to review materials or preview other lessons.
4. It meets a learner's needs or expectations of having something concrete to work from and take home for further study.
5. It provides novice teachers with guidance in course and activity design.
6. It may provide multiple resources: tapes, CDs, videos, self-study workbooks etc.

Other functions of English textbooks. According to Thomson, the textbook serves a variety of purposes:

1. **Individualization of instruction:** A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.
2. **Organization of instruction:** A textbook helps students to organize instruction by providing experiences, suggested activities,

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recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

3. **Tutorial Contribution:** A textbook is frequently used by a teacher to help pupils learn how to read more effectively, study more effectively, weigh evidence, and solve issues.
4. **Improvement of Teaching:** A textbook is also viewed as a useful tool that teachers utilize to improve their teaching abilities.

As previously stated, a textbook is a type of visual aid used in the teaching and learning process. It indicates that a textbook serves as one of the visual aids used by teachers when teaching and explaining the educational topics. Furthermore, it aids pupils in gaining a better comprehension of the materials presented by the teacher.

Furthermore, textbooks are at the heart of instructional activities because they offer pupils with information, “A rich array of new and potentially interesting facts, and open the door to a world of fantastic experience”. “Primary vehicles for delivering content knowledge, for determining in large measure what goes on in a class” and for assessing what students do and do not. Textbooks play an important function since they are regarded as authoritative sources. The majority of teachers regard textbooks as their sole teaching tool. Not only do textbooks have an impact on what and how students learn, but they also have an impact on how professors teach.



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Because textbooks play such an essential role in learning, a good textbook should be chosen to support the success of teaching and learning. However, if a teacher uses a textbook without carefully selecting the quality, it is conceivable that the teaching will stray from the goal.

Principles in relation to the development of communicative competence for the production of the textbook are clearly outlined in the Ministry of Education's Nine-Grade Integrated Curriculum Guidelines in the area of Language Art. The following three elements should be considered while selecting the content of an English textbook:

1. **Themes and styles:** Every chapter of the textbook should be built around motivational, practical, and life-related principles.
2. **Communicative Function:** seeks to provide instructions to textbook compilers for creating a variety of communication-based activities for the textbook.
3. **Elements of the languages:** Rules or alphabetical writing, phonics, vocabulary, and sentence structure should all be included in each lesson.

Here, the researcher takes the second and third part of analysis. They are communicative function and elements of language; namely, about the interpersonal meaning of words (vocabulary) and sentence structure.

2.4.1 The Development of the Design and Use of Textbooks

When talking about the growth of textbook design and use means that the presentation of textbooks and the components they contain are in line with the prevailing beliefs about the best method to teach and learn languages at the time they are produced..

The view of as stated in numerous theories, the basis behind the creation and use of textbooks, they are talked in Endah Hardiyanti's study (2008:15-18) that she took quotation from Up until the mid-twentieth century, Graves in Nunan (2003:226) explained that language books were mostly utilized in academic settings to grasp the written content of the target language. Longer reading passages with vocabulary glossaries and grammar explanations in the students' original language are included in this strategy, dubbed the grammar translation approach. Students are also assessed on their ability to translate text with lexical and grammatical precision.

The focus changed to audiolingualism in the 1960s and 1997s, which was created from behaviorist ideas emphasizing that learning is habit building and the result of stimulus response. Dialogues, pattern practice, and substitution drills were employed in audiolingualism textbooks, in which the teacher offered a stimulus, such as a sentence beginning with a specific personal pronoun, and the learners provided a response sentence changing the subject with a different personal pronoun. Structural linguistics, which views language as a system



reducible to a finite set of grammatical structures, had a significant influence on language writings during those periods. In the 1970s and 1980s, there was a trend toward a notional functional approach, in which language was employed for purposes or functions such as expressing viewpoints, talking or writing about both abstract and concrete issues, or conceptions such as time and weather.

Functional language, as well as pair and group work activities in which learners used the language to communicate with one another, came to be emphasized in textbooks. The types of instructional materials published are also influenced by English for Academic Purposes (EAP) and English for Specific Purposes (ESP). ESP coursebooks focus on the development of specific job skills such as public health administration, whereas EAP textbooks focus on the development of one or two skills, such as writing or reading for academic purposes. To encourage the use of language in real-life situations, EAP and ESP textbooks employ authentic materials such as newspaper articles or quasi-authentic materials.

The effectiveness of coursebooks was questioned in the 1980s by task-based language teaching, in which language is learned through negotiation with other learners in problem-solving or task-management situations that focus on meaning rather than form and not through learning pre-specified grammar, functions, or notions. The language to be learned is specified in textbooks. They are considered as

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incompatible with this method because they become an operational manual that the teacher and pupils blindly follow, leaving little room for decision-making and adaptation to the needs of the specific group.

Proponents of textbooks, on the other hand, believe that they provide a necessary structure for classroom engagement, and that students perceive textbooks as a guide that helps them organize their learning and gives security. Based on the descriptions above, it can be inferred that activities or projects were incorporated in the development of textbooks and existing textbooks to encourage interaction and negotiation among students.

2.4.2 The Advantages of Textbook

According to Cunningsworth (1995:7), coursebooks play multiple roles in ELT. These duties are summarized by him as follows: first, a repository for materials for presentations (spoken and written). Second, a collection of activities for learners to practice and interact with one another. Third, a grammar, vocabulary, and pronunciation guide for students. Fourth, a simulation resource with ideas for teaching activities. A fifth is a syllabus (in which the learning objectives have already been established). Sixth, a self-directed learning or self-access work resource. Last but not least, assistance for inexperienced teachers who have yet to build confidence.

Graves (2000) also mentions the following as some of the benefits of using a textbook: first, it gives a course syllabus. Second, it

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gives students a sense of confidence because they have a road map for the course. Third, it includes a set of visuals, activities, readings, and other materials, saving the teacher time in searching for or creating such things. Fourth, it gives teachers a framework for evaluating pupils' progress. Fifth, it could include supplementary materials (for example, a teacher's handbook, cassettes, worksheets, or video). Finally, if all teachers utilize the same textbook, it ensures consistency within a curriculum at a specific level. It is easier to maintain consistency throughout levels if textbooks are organized in a specific order (Graves, 2000:174). According to the above argument, a textbook can serve as a guide for teachers in providing systematic materials to pupils.

2.4.3 The Role of the Textbook

In Richards and Renandya (2002:81), Allwright (1981) noted that there are two viewpoints on the role of textbooks in the language classroom. The first is the deficit view, which sees textbooks or published materials as compensating for teachers' shortcomings by ensuring that all of the syllabus is covered through well-designed tasks. The distinct viewer, on the other hand, sees materials as transmitters of decisions that should be made by someone other than the teacher due to disparities in knowledge.

In Richards and Renandya (2002:83), Hutchinson and Torres (1994) consider the textbook as a viable agent of transformation.

When a variety of circumstances are met, this can be accomplished. First and foremost, the textbook must serve as a vehicle for teacher and student training. To put it another way, the student book should provide appropriate learning-how-to-learn suggestions in addition to an explicit and detailed teacher's guide. Second, the textbook must provide classroom management support and assistance, allowing the teacher to focus on new content and processes. Third, a textbook can become a change agent if it gives teachers a clear vision of what the change will look like and clear instructions on how to put it into practice in the classroom. Fourth, if a textbook is adopted by a school, it can foster collegial support as well as shared responsibility and dedication to the change.

The role of materials, according to Richards (2001), is to provide the foundation for the content of lessons, the balance of skills taught, and the types of language practice that students engage in. Second, the materials are largely intended to supplement the teacher's lessons. For learners, materials may provide the major source of contact they have with the language apart from the teacher.

According to Penny Ur (2009:184), there are a number of reasons why both teachers and students prefer to use textbooks, including the following: To begin, textbooks provide a clear framework: both the teacher and the students know where they are headed and what will happen next, resulting in a sense of structure and



progress. Second, syllabus: in many places, the textbook serves as a syllabus if it is followed systematically, a carefully planned and balanced selection of language content will be covered. Third, ready-made texts and tasks: the textbook provides texts and learning tasks which are likely to be of an appropriate level for most of the class. This saves time for the teacher who would otherwise have to prepare his or her own. Fourth, cost: supplying each student with a book is the most cost-effective option; others, such as kits, sets of photocopied papers, or computer software, are likely to be more expensive in relation to the amount of material offered. The fifth point is convenience: a book is a handy package. It is bound, so its components stay together and in order; it is light and tiny enough to move around easily; it has a shape that is readily packed and stacked; and it is not reliant on hardware or an electrical source. Sixth, the textbook can provide essential assistance and support for teachers who are inexperienced or occasionally doubtful about their language abilities. Last but not least, the learner has some autonomy in using the textbook to study new content, review previous work, and track progress. A student who does not have access to a textbook is more reliant on the teacher.

From the foregoing, it can be argued that textbooks are important resources in teaching English since they assist teachers in providing materials for their pupils.

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2.4.4 Textbook Design

In most language programs, learning materials are an important components. Teachers must examine the method and curriculum while picking learning materials. In classrooms, the learning material is the primary source of information for students (Richards and Renandya, 2002). Learners can find learning materials in a variety of formats, including printed and non-printed materials, as well as actual materials, such as periodicals, newspapers, and television shows. In this situation, one of the most commonly utilized textbooks among EFL teachers in Indonesia is the textbook.

Before writing a textbook, an author must have a thorough understanding of the educational process, the nature of the curriculum, learner psychology, subject content, and the grading and sequencing of books in the area. He must also be able to write and convey himself clearly to children of the appropriate grade level. Finally, the financial ability of schools and students must be addressed when determining whether or not a sophisticated textbook will be used (Albatch and Kelly, 1998). Authors should question themselves "How do we think individuals acquire language?" when producing textbooks or materials, according to Hall in Tomlinson and Masuhara (2004). This question will aid them in expressing the main theories of language acquisition, target learner profiles, and a list of learning objectives and goals.

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Following the stages outlined above, material creators in Indonesia will gather and select texts that are appropriate for the competency standard and fundamental competence in the curriculum. They can come from literature, songs, newspapers, magazines, non-fiction books, radio, and television programs that are chosen depending on the cognitive and affective characteristics of the students. Furthermore, the texts must have a strong connection with the audience. As a result, the social and emotional surroundings of learners must be considered. The authors must change the texts to meet the learners' cognitive level and general competency by studying the complexity and difficulty of the writings.

The authors can then begin to construct learning activities that correspond to the five stages of the genre-based approach. To keep learners interested in the exercises, they must be asked to picture, think about, and share their information, as well as anything else that will help them activate the mental link between the text and their experience. Experiential activities are also beneficial in providing audiences with appropriate and rich exposure.

Tasks are another term for learning activities. In Tomlinson (1998:226), Richards, Platt, and Weber (1985) defined a task as an activity or action carried out as a result of processing or understanding language, that is, in response to verbal or nonverbal input.

Tasks, according to Ellis in Tomlinson (1998:226), serve as vehicles for producing the conditions necessary for language acquisition, and they also draw the criteria aspects of a task, which are: (1) It entails some kind of activity (e.g., drawing or performing an action), (2) It has a predetermined outcome that determines when it is completed, (3) It may necessitate language comprehension, language production, or both, and (4) It necessitates that learners concentrate primarily on meaning rather than form.

Furthermore, she defines tasks as containing the following elements: (1) Input, which refers to the information given to the students. (2) Procedures, which are the activities that the learners are to undertake in order to complete the job, can be verbal (e.g., a set of directions) or non-verbal (e.g., a diagram or an image), (3) Language activity, i.e., whether the students engage in receptive language activities such as listening and reading, or productive language activities such as speaking and writing, or both, and (4) Outcome(s), or what the learners will have accomplished after completing the activity. The result could be verbal, such as a role-play, or nonverbal, such as a diagram.

A task can be classified into real-world and pedagogic tasks based on its aim, according to Nunan (1989) in Tomlinson (1998). A real-world activity is one that requires students to simulate in class the



types of problems that they would encounter in the real world. In such situations, the teaching goal and the student's goal are the same.

A pedagogic assignment, on the other hand, is one that asks learners to engage in some language activity that is not found in the real world but is thought to aid language acquisition. The instructional goal and the student's goal are not the same in such jobs. The aims of pedagogic tasks are significantly more difficult to define because they are essentially imprecise, such as allowing pupils to gain new language knowledge or increase their fluency.

The following feature is demonstrated. The texts chosen and the activities supplied, according to Hill in Tomlinson and Masuhara (2004), should be supported by illustrations to provide visual explanation for anything that may be foreign to the learners. It also provides an aesthetic experience, which improves learners' impressions and motivation. This upbeat attitude will go a long way toward helping you learn the language.

The textbook's design and layout are other important factors to consider. A design is a broad concept that governs the appearance and functionality of a material. It entails making broad judgments on how to utilize color, icons, fonts, boxes, italics, and other elements to make the material appealing and simple to use. Finally, the textbook should be tailored to the requirements and desires of the students as well as the principles of language learning. It must allow flexibility of use and



link coherence during development. The easiest method to do so is to think about Feezand Joyce's target context for language use and target context for culture (2002).

Based on the foregoing definitions, it can be inferred that textbook design must appeal to learners in order to stimulate their interest in learning.

2.4.5 Textbook in Indonesia

Several factors influence the development of textbooks and classroom teaching of the English language in Indonesia. To ensure security, Supriadi mentioned in Jazadi (2003:145) claimed that the introduction of textbooks in Indonesia must undergo many political and evaluation processes as he stated:

The content of books should be in line with and not contradictory to *Pancasila* (The state Philosophy), UUD 1945 (The 1945 Constitution), Government policies, national unity and security, laws, regulations, ethics, and that the content not exploits the sensitive issue of SARA (ethnics, religions, race, and intergroup relations). Judgement of this aspect is made by evaluators coming from MabesABRI (Armed Forces Headquarter), *Kejaksaan agung* (Office of Attorney General), Lemhanas (National Defence Institute) and Inspectorate General of MOEC (Ministry of Education and Culture).

The Indonesian government has established tight norms and an evaluation procedures for the growth of education in the country. To deal with the development of textbooks used in Indonesia, the government formed BSNP (Badan Standar Nasional Pendidikan) and Pusbukur (Pusat Buku dan Kurikulum). They are also in place to

oversee and maintain the rules and evaluation process that are correctly implemented in any textbook distributed by the government or a commercial publisher. In 2018, the Indonesian curriculum still employed the curriculum in part. In Indonesia, the full fledged of the 2013 curriculum was launched in July of 2015.

To put it another way, textbook developments in Indonesia are meticulously planned and implemented. It may be observed by the government's commitment to improving the quality of education in Indonesia, one of which is the textbook quality. In order to build a competent textbook in Indonesia, clear guidelines and an evaluation method have previously been established.

Based on the definitions above, it can be inferred that Indonesian textbooks follow the 2013 curriculum, and the Ministry of Education is constantly improving the quality of its curriculum in response to global advancements in education.

2.5 Review of Related Studies

In this part, a number of studies or analysis on the contents of text books used in educational institutions are shown that have been done by different people of different educational backgrounds. Related investigations are required to support this research. Many academics have looked into different researches on textbook analysis in terms of interpersonal meaning from the text. In terms of research design, variables



employed, research outcomes, and so on, there are some similarities and differences.

Firstly, a study conducted by Chen Yumin did the analysis in China from University of Sydney (2009) entitled *Interpersonal Meaning in Textbooks for Teaching English as a Foreign Language in China: A Multimodal Approach*. He analyzed eighteen EFL textbooks for primary and secondary schooling, published by People's Education Press between 2002 and 2006. The result of his research indicated that he adapts and extends APPRAISAL analysis to multimodal discourse, exploring the intersemiotic complementarity and co-instantiation in construing global evaluative stance. This semiotic exploration, in return, suggests ways in which discourse analysis may help textbook users better understand and interpret the multimodal features. With the affordances as well as limitations of semiotic resources made explicit, we may have one step further towards a comprehensive and critical understanding of multimodal construal of interpersonal meaning in pedagogic materials.

Secondly, in the *Iranian Journal of Language Teaching Research* done by Mohammad Zohrabi, Laila Dobakhti, and Elnaz Muhammad Pour (2019) entitled "Interpersonal Meaning in Children's Storybooks". They conducted their study to analyze the visual sources of meaning in children's storybooks on the basis of what Kress and van Leeuwen (2006) developed and called visual grammar. The chosen books for this study consisted of A, Apple Pie, Princess Rose and the Golden Bird, Tyrone the Horrible, and

Terrible Tommy Tom Cat. The aim of this qualitative study was to investigate the interaction between the viewer and the represented participants. Accordingly, interactional meta-function was analyzed through interpreting the frequencies of each dimension of interactional meta-function in all pictures. It is supposed that there are differences in interactional meanings in storybooks in which the characters are animals and in storybooks in which the characters are human beings. The results of the present study prove the assumption of differences between the two types of storybooks. The viewer can enter into relation with represented participants in stories with human characters easier than the ones with animal characters. The findings may help teachers and syllabus designers. Specifically, teachers can choose the stories with human characters in order to make easy the process of involvement of the children with intended subject. They also can choose stories with animal characters in order to teach some strange concepts in which they do not want their students to be involved.

Furthermore, “Interpersonal Meaning of Politicians’ Instagram Captions” analyzed by Dwi Ratnasari et al., (2020) published by ATLANTIS PRESS in journal of *2nd International Conference on Islam, Science, and Technology, volume 408 Advances in Social Science, Education, and Humanities Research (ICONIST 2019)*. By employing Halliday's Systemic Functional Grammar, they concluded that the features of Instagram caption produced by Indonesia politicians has several findings.

First, Indonesian politicians used more simple words and short sentences. Thus, the language used is expected become easier to understand by the readers. It is supported by the findings that the speech function dominantly used by Indonesian politicians in writing captions on Instagram is declarative statement which has a function to give information to the followers (reader). Second, from transitivity analysis, the result indicates that subjects which have meaning as actor is the most dominantly used in the caption. In other words, Indonesia politicians represent themselves as the one who do the activities related to the photos/videos uploaded on the Instagram. Third, through the analysis of modality, Indonesian politicians used simple modal and first-person pronouns which made the audience more easily to understand and accept their statement. The candidates also laid out their current reforms plans and steps to prove what they do denote their goal as future president of Indonesia. They also used simple modality such as *will*, *could* and *can* in order to show their perspectives about national issues and also their future plan. Moreover, they also used first-person pronouns as one of the ways to shorten the gap between the writer and the reader. Thus, they seem to be hoping that it can influence citizens' view to support them. Fourth, in all the captions analyzed, the caption mostly used simple present tense to present current situation in Indonesia. The captions mostly discuss about their thoughts about problems in Indonesia, citizen, government policy, family issues and so forth.



On the other hands, Lusi Ayu Setiowati (2016) who evaluated the interpersonal meaning realized in the short story of Hans Christian Andersen *The Real Princess*. The study aims (1) to identify the interpersonal meaning realized in the short story and (2) to reveal the speech function of language use in the short story. The findings are the text entitled *The Real Princess* by Hans Christian Andersen is categorized into the text which uses declarative mood type the most (98%) which indicates the position of the author as a provider of information and the readers as the recipient of information. The clauses in the text are said by temporal deicticity or finite tense the most (93%), while the modality deicticity only appears a little (7%) which indicates that the author has no right to persuade the readers because the genre of the text is narrative which functions only to entertain the readers. The personal pronoun which is mostly used in the text is the third personal pronoun (83%) and the first personal pronoun appears only a little (17%) which indicates that the participants in the text is not the author himself but the other people. The last finding of her study is that there are only two speech function found in the short story of Hans Christian Andersen *The Real Princess*, statement and question. Statement is mostly appeared in the text which reaches percentage 98% whereas question only reaches percentage 2%. So, it can be concluded that the speech function used in the text is statement which functions to give information.

Discussion of previous studies on textbook analysis in the term of interpersonal meaning above shows about finite, the modality, speech



function (statement and question). All analysis is about a short story, captions or statements, teachers' books, and story books. Then, there was no explicit aspect of the appraisal in textbook analysis. These studies may not provide a complete picture of textbook analysis due to the relevance of three components of textbook analysis: external evaluation, internal evaluation, and total evaluation. Most prior investigations on the usability of discourse analysis gaps centered on textbook stories, novels, instructors' publications, and children's storybooks.

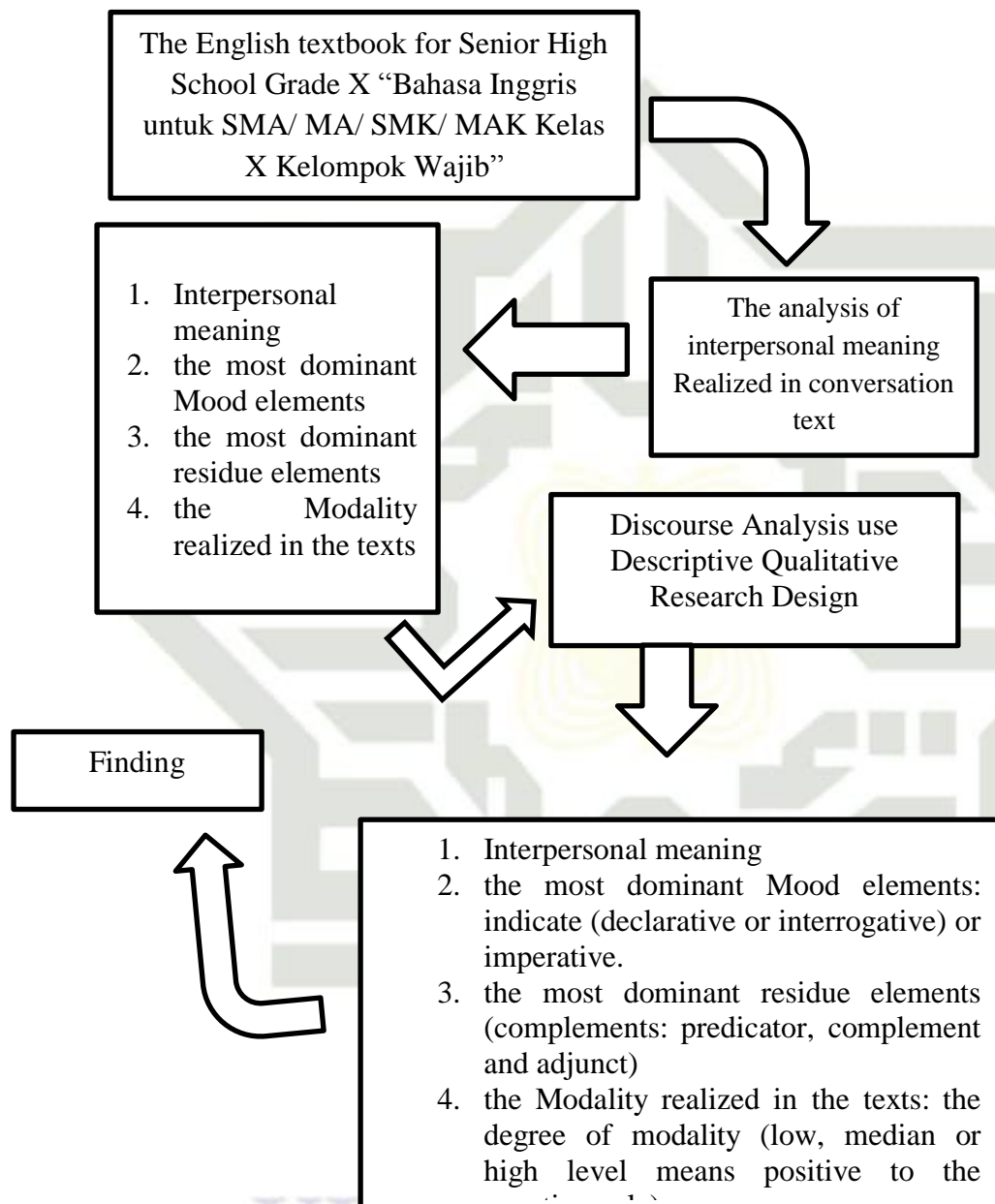
With regard to this fact, this study draws on government textbooks to fill up the gaps, focusing on mood categories, speech roles or functions, and modality identified in the text in English textbook for Senior High School Grade X "Bahasa Inggris untuk SMA/ MA/ MAK X Kelompok Wajib".

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2.6 Framework of the Research

This is the diagram of the guidelines of the Research:



It has been recognized that language transfers messages from one interlocutor to others via communication, which is an interactive process. Interlocutors invariably influence communication since it is possible to

communicate among people. As a result, it's critical to pay attention to how grammar and meanings are used in spoken and written conversation.

Language functions can be determined in a variety of ways. One of these is to think of grammar as "a set of rules that specify all of the language's conceivable grammatical structures." Another is concerned with the functioning of linguistic structures and their social implications. Functional grammatical analysis, also known as Systemic Functional Linguistics, is the latter method to grammatical analysis.

Because of its emphasis on the sociological side of language, Systemic Function Linguistics (SFL) was chosen as the linguistic framework for this study. It is designed to illustrate the entire system of grammar rather than just fragments, and it uses the resource perspective rather than the rule perspective (Halliday & Mathiesan 2004). SFL depicts language as a collection of systems, each of which is divided into several categories. Interpersonal meanings are concerned with the manner in which we operate on one another through language, and they emphasize on the interaction of the language. An interlocutor expects to tell listeners or readers via text in either spoken or written materials. This indicates that each text has a relationship between the information suppliers and the information recipients.

The data had been evaluated using Systemic Functional Linguistics to encompass interpersonal meaning in this study. Finally, the discussion of this study focuses on the interpretation of interpersonal meaning in the

texts concerned in English textbooks for Senior High School “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib” that realized in the system of *mood*, *residue* and *modality*.

Then, the researcher shows the analysis of mood-residue in the texts, as well as the analysis of mood types in the texts and the analysis of modality in the texts in question in English textbooks for Senior High School “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”, interpersonal meaning analysis can be used to investigate this. Further, The researcher gathered the data texts available in the English textbooks for Senior High School “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter is considered as the most important which states the journey of the research from the beginning to the end. The chapter provides the research methodology including the description of the research design and the data preparation. The sub-chapter begins with the object of the research, data and the sources, research instrument, techniques of data collection, and techniques of data analysis.

3.1 . Research Design

This research employed descriptive qualitative analysis. In the Sutrisno Hadi's opinion, as he knows very well of descriptive qualitative states that "Collecting the data, classifying the data, analyzing the data, interpreting the data, and finally drawing conclusion without making generalization carry out descriptive method" (1983: 3). Next, Narbuko and Achmadi (1997: 44) give a try to describe that "A descriptive method is a research method which tries to give the solution of a problem based on the data".

In addition, the above design was chosen on the basis of the definition and criteria of the research such as collecting the data, classifying the data, analyzing the data, interpreting the data, and conclusion drawing. This research can be categorized qualitative since it is a type of research which does not include any calculation or enumeration" (Moeleong, 2002: 2). Moreover, Subroto (1992: 6-7) gives the view that "A qualitative research is a kind of research which is not

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designed to use the statistical procedures. Further, he mentions that the data used in a qualitative research are in the form of words, sentences, discourses, pictures, diary, memorandum, and videos. This study attempted to describe the interpersonal meaning in English textbook that identified in the conversation texts system of mood, residue and modality without conducting any calculation or enumeration.

In the same view as the theory above, qualitative research is categorized as an umbrella concept covering several forms of inquiry that “help us understand and explain the meaning of social phenomena with as little disruption to the natural setting as possible” (Merriam, 1998:5). Then, the researcher has the aim of this qualitative research is to gain a holistic picture and depth of understanding of the strengths and weaknesses of textbooks (Ary, Jacobs, and Sorensen, 2010:29). Correspondingly, qualitative research is also presented by L. R. Gay and Peter Airasian (2000:8) is based on the collection and analysis of non-numeric data such as observation, interview, and other more discursive sources of information. John W. Creswell (2003:181) stated:

Qualitative research takes place in the natural setting. The qualitative researcher often goes to the site (home, office) of the participant to conduct the research. This enables the researcher to develop a level of detail about the individual or place and to be highly involved in actual experiences of the participants.

It means that qualitative research takes place in a natural setting, natural setting here is in actual experiences of the participants. Then, specified by Lexy J. Maleong (2009:5), qualitative research is “to observe its surroundings and analyze it by using logic of scientific”.

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Next, copied from M.A Gunung Iskandar (2008:50) that he took Mayring's idea (2000) gives explanation that there are four points of qualitative research that should be taken into account by qualitative researchers. They are :

1. "Fitting the materials into a model of communication, it should be determined on what part of communicative interferences shall be made, to an aspect of the communicator (his experiences, opinions or feelings) to the situation text production, to the socio-cultural background, to the text itself or the effect of the messages.
2. Rules of analysis ; the material is to be analyzed step by step, following rules of procedure, devising the materials into analytical units.
3. Categorizing in the center of analysis ; the aspects of text interpretation that follow the research questions are put into categories which were carefully found and revised within the process of analysis.
4. Criteria of realibility and validity ; the procedure has the pretension to be comprehensible, to compare the result with other studies in the sense of triangulation and carry out checks for realibility".

Furthermore, for qualitative analysis, Marshall and Rossman (1989) claim that it is essential that the strengths of qualitative studies be emphasized , the research should expand on the value of qualitative studies. The values of qualitative studies (Marshall and Rossman, 1989: 26) are :

1. Qualitative research cannot be done experimentally.
2. It delves in depth into complexities and processes.
3. Qualitative research seeks to explore where and why policy, folk wisdom and practice that do not work.
4. It is suitable to be conducted towards unknown societies or innovative systems.

5. It is also appropriate to be conducted on informal and unstructured linkages and processes in organizations. Finally, it is for the research on real, like opposed to be stated or organizational goals.

Based on Marshall and Rossman theories, there are two value of qualitative studies which are appropriate with the analysis of the conversation text. Qualitative research cannot be done experimentally and it delves in depth into complexities and process. Based on the theories above, the researcher conducted the qualitative analysis in this study to interpret and describe the interpersonal meaning in the conversation texts found in English textbook for grade X Senior High School.

In addition, this study is also given a design as content analysis or document analysis. As the overview written by Ary et. al “It is one of the types of qualitative research” (Ary, et. al, 2010:29). Next, Mayring gives explanation (2014:10), “Qualitative content analysis has a role as mixed methods, approaches by having assignment of categories to text as qualitative step, working by many text passages and analysis of frequencies from the categories as quantitative step”. More, Dawson gives a support explanation that, “Document analysis method gather each script assigning codes, which may be numbers or words, to specific characteristics within the text and written documents that are provided within the textbook that is researched” (Dawson, 2009:122). The researcher uses this design because in qualitative research due to the research methodology, “The document analysis is a method that is widely applied for written or visual data with the purpose of identifying specific characteristic of materials that are going to be



analyzed in the general form of textbook, newspaper or any other host of documents” (Ary, et. al, 2010:457).

Another assumption said by Suharsimi Arikunto (2002:45) that one of Manifest coding method is documentation; it is reviewing several studies document that describes a person, something that is raised in a study). The validity of this method is performed by the source data and accuracy in making the interpretation of the data according to the meaning in there. It means that Coding Manifest is based on content analysis to words or sentence, picture, symbol, expressed by explicit in a text. So, this research is done using qualitative descriptive and uses content analysis method which is reading, noting and interpreting/ representing in a written report.

Additionally, considering that

The purpose of the research and the nature of the problem, the research is basically *library research* where the researcher attempts to gather the data from the library as the data sources. It is suitable as the goals of the researcher’s study. *Library research* used to gain written sources either had been published or not published yet, by reading and analyzing as the basis of composing the research and a purpose to collect the written data information or literature through a survey of the library collection (Zed, 2008). One other thing, Subroto (1992: 6-7) states that a qualitative research is a kind of research which is not designed to use the statistic procedures. Then, he mentions that the data used in a qualitative research are in the form of words, sentences, discourses, pictures, diary, memorandum, and video. Here, the researcher of this study will attempt to describe the interpersonal meaning in the texts involved realized in the English textbook in the system of Mood types and speech roles and Modality as well without making any calculation or enumeration.

3.2 The Data Preparation

The data preparation consists of three parts. The first is the object of the research, data and source of data and the second is the research instrument.

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3.2.1 Object, Data, and Source of the Data

The discussion of object, data, and source of the data are meant “The source of data is the subject from which the data are obtained as the primary data. The data themselves are in the form of discourses, sentences, phrases, clauses, or words which can be obtained from the magazines, newspapers, books, etc” Arikunto (1998: 114). Here, the data was taken from texts available in the English textbook, whereas the secondary data, books, scientific papers and journals that have a correlation and relevance to this research was used to analyze the interpersonal meaning of the text given in the English textbook.

3.2.2. Research Instrument

Based on the research design that used qualitative research,, the main instrument of the research is the researcher herself. In the view of Moleong (2006: 168), “In qualitative research, the researcher herself/himself acts as the major instrumen”. The researcher conducts the research according its design. Bogdan and Biklen (1982: 27) propose that qualitative research involves the researcher him/herself as the key instrument.

Coupled with the first instrument, the researcher got the role of planning, collecting, analyzing, and reporting the research findings of interpersonal meaning identified in the conversation texts. The texts

and the data sheets are employed as the *secondary instruments*. The data sheets can be seen in the table below: .

Table 7:
The Form of Data Sheet of Interpersonal Meaning Analysis Identified in the Texts in the English Textbook

No	Code	Clause	Interpersonal Meaning					Mood Types			Modality		
			Mood		Residue			De	Im	Int	H	M	L
			S	F	P	C	A	c.	p.	.			
1.	IM/T1/ C.1/D.1	A long time ago, Sumatera Island was known as Andalas Island	Sumatera island	Was	known	Andalas Island		√					
2	IM/T1/ C.2/D.1	At the time, the island was divided into two big islands	The island	Was	divided	Into two big islands		√					
3.	IM/T1/ C.30/D.1	Find the giants.		Find		The giants			√				
4	IM/T1/ C.32/D.1	I will give anything they want	I	Give	them	Anything they want					Want: √	Will: √	

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Note:

IM:	Interpersonal Meaning	A:	Adjunct
T1:	Text 1	Dec.:	Declarative mood
C1:	Clause 1	Imp.:	Imperative mood
D1:	Datum 1	Int.:	Interrogative mood
S:	Subject	H:	High modality
F:	Finite	M:	Medium modality
P:	Predicator	L:	Low modality
C:	Complement		

3.3 Techniques of Data Collection

As Wiersma's consideration (1995: 218), "Qualitative research is very 'researcher-dependent'". As has been said before in the data preparation, here the researcher is the instrument of the research. It means that in collecting the data the researcher decides what kind of data to collect. To get the data, the researcher used an observation technique. Observation technique is appropriate in the observation of language use. Sudaryanto (1998: 2) states "Observation method is conducted by the way of observing that language".

In this research, the researcher applied indirect observation technique since the researcher used a textbook to get the text scripts/ the written words. Then, she scrutinized the texts and noted the words/ clauses in them. Also, the researcher used a document analysis as the method of collecting data. The data was taken from the English Textbook for Senior High School Grade X "Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib", an English textbook for the first year of Senior High School in odd semester, Grafindo Media Pratama first edition, 2018 written by Herman Benyamin.

3.4 Techniques of Data Analysis

As mentioned previously that qualitative research is inductive in method. It is a process of reasoning that follows a reverse path—observation precedes theory, hypothesis, and interpretation. Qualitative technique applies observations, interviews, and/or the analysis of some types of text. Next, it is known that the text involves spoken words, visual representations, written text, or a cultural group. Those three ways employed in qualitative methods were analyzed for meanings and themes.

Then, in collecting the data, document or content analysis was employed because it attempts to analyze a written source. Document analysis is a systematic procedure for reviewing and evaluating printed and/or electronic material (Bowen, 2009: 27). The document analyzed in the study is an English textbook entitled English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”.

Research instruments used was the checklists. The checklist was formed by the researcher modified from many journals read and learnt before being formed in research instrument above in 3.2.2. This study used coding and categorizing for the materials to be analyzed. In sequence, the steps are: 1) defining the samples to be analyzed, 2) defining the codes to be used in the analysis, 3) constructing the categories, 4) coding and categorizing the data.

The researcher then analyzed which components are provided in the texts to find out the frequencies. Based on the number, an interpretation was made to describe the interpersonal meaning, to know the most dominant mood



elements identified in the conversation texts, to know the most dominant residue, and to describe the modality identified in the conversation texts in English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib”. Each component then was explored descriptively.

In summary, the researcher conducted the content analysis in written words of the descriptive texts to find out the analysis of the interpersonal meaning. The followings are the steps of the data analysis of the study:

- 3.4.1 Reading the textbook intensively to identify tasks provided.
- 3.4.2 Collecting the data in the form of the text types in the English textbook;
- 3.4.3 Classifying and choosing the text types which are conversation texts;
- 3.4.4 Finding information about conversation texts and getting information or theories related to the interpersonal meaning through a research library;
- 3.4.5 Analyzing the mood type and residue elements of those conversation texts;
- 3.4.6 Analyzing the modality types identified in those conversation texts and identifying the degree of modality;
- 3.4.7 Drawing conclusions.

3.5 The Data Trustworthiness

To ensure data credibility, the researcher conducted in-depth and detailed observations on the data. As a result, the data can be considered



reliable. The researcher carefully read and reread the data until he or she was satisfied that the results were consistent with the study topic. The triangulation technique was also used to determine the data's credibility. Triangulation can be divided into four categories: by source – data is gathered from various sources; by methods – various data collection strategies are employed, such as individual interviews and participant observation; by researcher – multiple researchers were employed to analyze the data, develop, and test the identification; and by theories – various theories and perspectives were employed being considered during data analysis and interpretation.

In this research, sources and observers were used by the researcher. Books, articles, journals, and some textual works from the internet that were related to some linguistic theories which used in this research. Meanwhile, the researcher used peer review when using the observers. Peer reviewing entails asking acquaintances to verify the findings of a study. She also asked the instructors for assistance in double-checking the data outcome. Asking friends and lecturers here was asking the expert ones in the data trustworthiness. Asking friends here means asking the experts like the lecturers that have the knowledge related to this study. The researcher chose Mrs. Rayendriani Fahmei Lubis, M.Ag, chief of P2B (Center for Language Development) and the English lecturer in FTIK (Tarbiyah and Teacher Training Faculty) IAIN Padangsidempuan and Mrs. Fitri Rayani Siregar, M.Hum, Chief of TBI (English Education Department) FTIK (Tarbiyah and Teacher Training Faculty) IAIN Padangsidempuan and the English lecturer too. So, the data has



been valid as has been made valid by the 2 validators (English lecturers). The evidence could be seen in Appendix 5: Surat Pernyataan Pelaksanaan Triangulasi.



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CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Conclusions

This final chapter provides the conclusions on the basis of the data analysis and the results of the analysis. Based on the analysis done of the interpersonal meaning in English Textbook for Senior High School Grade X “Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib” identified in the conversation text, four conclusions can be drawn as follows:

1. With regard to the findings of the study it was discovered that the interpersonal meaning identified in the conversation text from the clauses found based on the mood types includes subject and finite, residue that includes predicator, complement and adjunct elements, and modality types that includes low, medium and high modality with the following details:
 - a. From the English textbook, the authors used all the mood types; declarative, imperative, and interrogative, but the authors did not use them in the balanced uses in the texts. It was found out that the most dominant mood types used is declarative mood, while, the second position is interrogative mood, and then the less is Interrogative of WH and interrogative of Yes/No, and the least is Imperative Mood. It indicates that the authors most dominantly would like to make statements or to state and declare to the readers or students that by the conversation texts they provided declarative sentences form. It is

concluded that the mood types are not equal as the students must have the equal knowledge so that they are not dominantly just in one side of topic. So, when the teachers use this English textbook, they have to add the other ways or tasks to make the imperative mood type balanced such as by using the TPR (Total Physical Response) by using the imperatives sentences. Then the students respond to the teacher by repeating what teacher said. In order to make all the elements equal..

- b. Based on the residue elements analyzed, the researcher found predicator, complement, adjunct as the elements. Compelements are the highest dominant, then followed by Predicators and the last is adjuncts. In this case, the authors also are not fair to use the residue elements in the text which indicates that the adjuncts are appear the least in the text. It has also been discovered that the complements are the most dominant finding, and the less is the predicators. If they are not balanced, the teachers should make them balanced by finding other alternative ways or strategies to make students understand all elements.
- c. Based on the modality analysis done by the researcher, the results of analysis found only few modalities. The modalities given in the English textbook are the low modality which is dominantly in the first position, then followed by medium modality and the last is the high modality. It indicates that the authors intend to focus on the



conversations between students and students, not the students and the teacher which is not balanced either. The teachers have to sort out this unbalanced problem as students know how to make conversation in all contexts, not only between students and students.

5.1 Implications

In conjunction with the findings of the research, some implications on the use of the textbook in the teaching and learning process are offered. The analysis could help teachers in the process of utilizing the textbook in their classroom. Moreover, the findings could also help them to choose and filter the tasks that are deemed ineffective because of the low of modality type in the case of low politeness.

The result of the study also shows that some skills are not well-developed in the English textbook. The textbook mostly encourages the learners to speak what they have in their minds through discussions. Other elements needed in constructing good communication are not given attention in the conversation provided; as a result, teachers and learners need to find supplementary sources of learning.

Therefore, the researcher suggests that some modifications of the tasks are badly made by the teachers and by other researchers through Research and Development, or by the textbook writers where more focus is emphasized on choosing the appropriate words for the students due to the authors' intention to focus the conversation between students and students, not the students and the



teachers in the modality types. So, teachers hope to recommend two suggestions. The first is to use the alternative ways to make the modality types balanced where teachers should apply TPR (Total Physical Response) by using imperative sentences then the students respond to them by doing what the teachers asked them to do or instruct. It is useful to make the balance between all modality types and mood elements. The second is to design a new book or even conduct the same research as the teachers should develop their knowledge and work hard to make the students excellents in all situations and contexts. Therefore, the teachers have chances to make the interpersonal meaning elements or topics the same and balanced.

5.2 Recommendations

In relation to the conclusions and the implications, the researcher would like to give the following recommendations about the interpersonal meaning in English textbook:

1. Since the materials in the text book are of great concern, it is recommended that the next researcher or the teacher pay more attention to the material of teaching and learning English about conversation texts that should be re-explained because words are not compatible which the contents in the conversation texts. It can be said that the conversation texts should intend the higher attention to be taught to the students. Therefore, the researcher recommends for the future time, if the next researcher does the same research on interpersonal meaning, the analysis should be done more appropriately. The next researchers could still apply the

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conversation texts or other text types as the instrument of the research, then the researcher would be easier if they understand about this topic highly focused learning in order to use the time to work on the texts analyzed efficiently. The important thing is that it also welcomes the chances for the next researchers to apply the deeper analysis than researcher has done for this research.

2. For the authors: the finding showed that the interpersonal elements are not balanced in this English textbook. The most dominant elements are in the side of declarative mood in the conversation. It is better to the students ask and answer to make a better conversation so that it is fair and equal for them to get the balanced knowledge. Declarative and interrogative mood are in the same percentage and imperative as well. So, it is recommended that the author rechecks and rearranges the better conversations with the balanced interpersonal meaning elements. The critics and suggestions to the authors of the English textbook are useful to correct what are going wrong with the results of the analysis.
3. For the English students: The teachers should make students understand more about the interpersonal meaning analysis so that they could gain deeper knowledge about the interpersonal meaning. The research would also give some contributions to the readers since it could be served as a reference for the linguistic study. The contributions of interpersonal meaning used in the English textbook is to help the English students easier

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and interested in analyzing the interpersonal meaning of their materials given in the textbook.

4. For the English teachers: it is recommended that reviewing the Systematic Functional Language (SFL) is very important to enlarge the English students' knowledge about one system of language in use. It is a study of language which focuses on language as source of meaning. This theory was introduced by M.A.K Halliday. The researcher agrees that it is really significant not only to know how the material of language in use works in real world, but also to learn a glance of a text field in such cases talked in this research. However, there was a problem that the researcher found when doing the analysis, which was the complicated data dealing with conversation texts. For that reason, the researcher recommends that the English lecturers give more materials in class dealing with the interpersonal meaning analysis. Last but not least, teachers hope to recommend to use the alternative ways to make the modality types balanced, teachers should apply TPR (Total Physical Response) by using imperative sentences then the students respond to them by doing what the teachers said or instruct. It is useful to make the balance between all modality types and mood elements.



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APPENDIX 1

The Form of Data Sheet Checklist of Interpersonal Meaning Analysis Realized in the Texts in the English Textbook

Interpersonal Meaning Analysis

Note:

IM: Interpersonal Meaning
T1: Text 1
C1: Clause 1
Ch: Chapter
S: Subject
F: Finite
M: Modal
P: Predicator
C: Complement

A: Adjunk
Dec.: Declarative
Imp.: Imperative
Int.: Interrogative
H: High
M: Medium
L: Low

No	Code	Clause	Interpersonal Meaning Analysis									
			Residue Elements					Mood Elements			Modality	
			S	F or Modal	P	Comp.	Adj.	Dec.	Imp.	Int.	L	M
	IM/T1/C1/ Ch.1	Hello, I'm Andy	I	'm (am)		Andy		√				
	IM/T1/C1/ Ch.1	Hello, I'm Brian	I	'm (am)		Brian		√				
	IM/T1/C1/ Ch.1	Are you okay?		Are		(you) okay?				√		

	Ch.1								(Yes/ No)			
	IM/T1/C.5/ Ch.1	I am a little bit tired	I	Am		A little bit tired		√				
	IM/T1/C.6/ Ch.1	What's wrong?		(What)'s (is)		Wrong?			√ (WH)			
	IM/T1/C.6/ Ch.1	I couldn't sleep well last night	I	Couldn't	sleep	Well	Last night (time)	√		√		
	IM/T1/C.7/ Ch.1	I'm sorry to hear that	I	'm (am)		Sorry to hear that		√				
	IM/T1/C.8/ Ch.1	What went wrong?		(what)	went	Wrong?			√ (WH)			
	IM/T1/C.9/ Ch.1	I think I had a jet lag from my flight	(I think) I		Had	A jet lag		√				
	IM/T1/C.10 / Ch.1	Where did you fly from?		(where) did	(you) fly from?		from my flight		√ (WH)			
	IM/T1/C.11 / Ch.1	I came from Japan last night	I		came		From Japan last night (location, time)	√				
	IM/T1/C.12 / Ch.1	That's far	That	's		Far		√				
	IM/T1/C.13 / Ch.1	Was it a long flight?		(was) it		A long flight?			√ (Yes/ No)			
	IM/T1/C.14 / Ch.1	Just a few hours	(it)			Just a few hours		√				

IM/T1/C.15 / Ch.1	Hope you get better soon	(I)		Hope	(You get) better	Soon (time)	√						
IM/T1/C.16 / Ch.1	I need some fresh air	I		Need	Some fresh air		√						√
IM/T1/C.17 / Ch.1	Excuse me for a while	(I)		Excuse	Me		√						
IM/T1/C.18 / Ch.1	Glad to meet you	(I)		glad	To meet you		√						
IM/T1/C.19 / Ch.1	Sure, Glad to meet you too	(sure, I)		glad	To meet you, too		√						
IM/T2/C.20 / Ch.1	Hello, I'm Monica Sanzes	Hello, I	Am		Monica Sanzes		√						
IM/T2/C.21 / Ch.1	Hi, My name is Jennifer Lopez	Hi, My name	Is		Jennifer Lopez		√						
IM/T2/C.22 / Ch.1	But, please call me Jeni	But,		Please, call	Me Jeni			√					
IM/T2/C.23 / Ch.1	Nice to meet you, Jeni	(I)	(am)	To meet	Nice you, Jeni		√						
IM/T2/C.24 / Ch.1	Just call me, Monic			Just Call	Me, Monic			√					
IM/T2/C.25 / Ch.1	What's your last name again?		(what)'s		Your last name again?				√	(WH)			
IM/T2/C.26 / Ch.1	It's Sanzes	it	's		Sanzes		√						
IM/T2/C.27 / Ch.1	Where are you from?		(where) are		You from				√	(WH)			
IM/T2/C.28 / Ch.1	I'm from Mexico city	I	'm		From Mexico city		√						
IM/T2/C.29	I see	I		See			√						

	/Ch.1												
	IM/T2/C.30 /Ch.1	So you are a mexican, aren't you?	(so) You	Are (aren't you?)	A Mexican				√				
	IM/T2/C.31 /Ch.1	And what are you doing here?		(And what) are (you)	doing Here?				√ (WH)				
	IM/T2/C.32 /Ch.1	I'm attending the summer camp	I	'm attendi ng	The summer camp		√						
	IM/T2/C.33 /Ch.1	How about you?		(how) (is)	About you?				√ (WH)				
	IM/T2/C.34 /Ch.1	I'm from Forthworth	I	'm	From Forthworth		√						
	IM/T2/C.35 /Ch.1	I am American	I	am	American		√						
	IM/T2/C.36 /Ch.1	Are you attending the summer camp too?		Are (you) attendi ng	The sumer camp too?				√ (Yes/ No)				
	IM/T2/C.37 /Ch.1	Well, nice to meet you, Jeni	Well (I)	(am)	Nice to meet you Jeni		√						
	IM/T2/C.38 /Ch.1	Nice to meet you too, Monic	(I)	(am)	Nice to meet you too, Monic		√						
	IM/T3/C.39 /Ch.1	How are you?		(how) are	You?				√ (WH)				
	IM/T3/C.40 /Ch.1	My name is Jhon	My name	is	Jhon,		√						
	IM/T3/C.41 /Ch.1	I'm 15 years old	I	'm	15 years old		√						
	IM/T3/C.42 /Ch.1	Bye, have a nice day	Bye(You)		have A nice day		√						
	IM/T3/C.43	I'm fine	I	'm	Fine		√						

	/Ch.1												
	IM/T3/C.44 /Ch.1	What's your name?		(what)'s	Your name?				√ (WH)				
	IM/T3/C.45 /Ch.1	I'm 16	I	'm	16		√						
	IM/T3/C.46 /Ch.1	Where do you come from?		(where) do (you)	come From?				√ (WH)				
	IM/T3/C.47 /Ch.1	I come from Denpasar	I		come From Denpasar		√						
	IM/T3/C.48 /Ch.1	Sorry I am late	(sorr y) I	am	Late		√						
	IM/T3/C.49 /Ch.1	My name's Paul	My name	's	Paul		√						
	IM/T3/C.50 /Ch.1	How old are you?		(How old) are	You?				√ (WH)				
	IM/T3/C.51 /Ch.1	I'm from Bandung	I	'm	From Bandung		√						
	IM/T4/C.52 2/Ch.1	I want to introduce my cousin, Anna	I		want To introduce my cousin, Anna		√			√			
	IM/T4/C.53 /Ch.1	How do you do?		(How) do (you)	Do?				√ (WH)				
	IM/T4/C.54 /Ch.1	What is Roni doing?		(what) is	(Roni) doing?				√ (WH)				
	IM/T5/C.55 5/Ch.1	May I introduce myself?		May (I)	intrrod uce Myself?				√ (Yes/ No)	√			
	IM/T5/C.56 /Ch.1	My name is Anton	My name	is	Anton		√						
	IM/T5/C.57	I am a technician of PT	I	am	a technician Of PT		√						

	/Ch.1	General Automotive				of	General Automotive						
	IM/T5/C.58 /Ch.1	What can I do for you, sir?		(what) can (I)	Do	For you, sir?			√ (WH)	√			
	IM/T5/C.59 /Ch.1	I want to see Mr. Rahmat, the mechanic in the workshop	I	want	To see	Mr. Rahmat, the mechanic	in the workshop	√		√			
	IM/T5/C.60 /Ch.1	Is he in today?		Is (he)		in	Today?		√ (Yes/No)				
	IM/T5/C.61 /Ch.1	I am sorry, sir	I	AM		Sorry, sir		√					
	IM/T5/C.62 /Ch.1	Mr. Rahmat isn't in today	Mr. Rahmat	Isn't		In	Today	√					
	IM/T6/C.63 /Ch.1	Nice to see you	(I)		To see	You		√					
	IM/T6/C.64 /Ch.1	Nice to see you, too	(I)		To see	You, too		√					
	IM/T6/C.65 /Ch.1	I am quite well, thanks	I	Am		Quite well, thanks		√					
	IM/T6/C.66 /Ch.1	Have you met my friends?		have (you)	met	My friends?			√ (WH)				
	IM/T6/C.67 /Ch.1	This is Nani and Tom	This	is		Nani and Tom		√					
	IM/T6/C.68 /Ch.1	Please, take a seat			(please) take	A seat			√				
	IM/T6/C.69 /Ch.1	I'll ask for the menu to the waiters	I	'll	ask	for the menu to the waiters		√				√	

IM/T6/C.70 /Ch.1	I am sorry	I	am		Sorry		√					
IM/T6/C.71 /Ch.1	I am in a hurry	I	am		In a hurry		√					
IM/T6/C.72 /Ch.1	That's bad	That	's		Bad		√					
IM/T7/C.73 /Ch.2	You look so happy today	You		look	So happy	Today	√					
IM/T7/C.74 /Ch.2	What's happened?		(what)'s	Happened?				√	(WH)			
IM/T7/C.75 /Ch.2	I've just got this pair of shoes	I	've	Just got	This pair of shoes		√					
IM/T7/C.76 /Ch.2	They are super cute	They	are		Super cute		√					
IM/T7/C.77 /Ch.2	Where did you get them?		(where) did (you)	get	Them?			√	(WH)			
IM/T7/C.78 /Ch.2	I bought it from my friend	I		bought	It from my friend		√					
IM/T7/C.79 /Ch.2	They look so nice on you	They		Look	So nice on you		√					
IM/T7/C.80 /Ch.2	Is that a new dress?		Is (that)		A new dress?			√	(Yes/No)			
IM/T7/C.81 /Ch.2	I've never seen you wearing that before.	I	've	(Never) seen	you wearing that	Before	√					
IM/T7/C.82 /Ch.2	Actually I bought it two months ago	(actually) I					√					
IM/T7/C.83 /Ch.2	I didn't have any reasons to wear it until	I	Didn't	have	Any reasons to wear it	Until now	√					

		how										
IM/T7/C.84 /Ch.2	You should wear it more often	You should		wear	it	More often	√				√	
IM/T7/C.85 /Ch.2	That dress really suits you	That dress		(really)) suits	you		√					
IM/T7/C.86 /Ch.2	Do you really think so?		Do (you)	(really)) think	So?				√ (Yes/ No)			
IM/T7/C.87 /Ch.2	You know	you		know			√					
IM/T7/C.88 /Ch.2	I think my shoes and your dress are perfect match	I		think	my shoes and your dress are perfect match		√					
IM/T7/C.89 /Ch.2	What do you think?		(what) do (you)	Think?					√ (WH)			
IM/T7/C.90 /Ch.2	You're right	You	're		Right		√					
IM/T7/C.91 /Ch.2	I think not only my dress but also skinny jeans are a perfect match for your shoes	I		think	not only my dress but also skinny jeans are a perfect match for your shoes		√					
IM/T7/C.92 /Ch.2	That's a very lovely pair of shoes for sure	That	's		A very lovely pair of shoes for sure		√					

IM/T8/C.93/Ch.2	I cannot believe it was you	I	cannot	Believe	it was you		√			√		
IM/T8/C.94/Ch.2	Thank you for coming	(I)		thank	You for coming		√					
IM/T8/C.95/Ch.2	I'm good	I	'm		good		√					
IM/T8/C.96/Ch.2	That was a magnificent performance	That	was		a magnificent performance		√					
IM/T8/C.97/Ch.2	The way you played the piano	The way (you)		played	(the way) of The piano		√					
IM/T8/C.98/Ch.2	The way you sang was marvelous	The way (you)		sang	(it) was marvelous		√					
IM/T8/C.99/Ch.2	Do you think so?		Do (you)	think	So?				√ (Yes/No)			
IM/T8/C.100/Ch.2	Do you like it?		Do (you)	like	It?				√ (Yes/No)			
IM/T8/C.101/Ch.2	You played the piano beautifully.	you		played	The piano	Beautifully	√					
IM/T8/C.102/Ch.2	And you sang too	And you		sang	Too		√					
IM/T8/C.103/Ch.2	Your voice was endearing	Your voice	was	Endearing			√					
IM/T8/C.104/Ch.2	Everyone was in awe	every one	was		In awe		√					
IM/T8/C.105/Ch.2	That's very kind of you	That	's		Very kind of		√					

	5/Ch.2				you							
IM/T8/C.10	6/Ch.2	You are in the spotlight	You	Are	In the spotlight		√					
IM/T8/C.10	7/Ch.2	Look at yourself			Look At yourself			√				
IM/T8/C.10	8/Ch.2	How lovely you are in that dress	(how lovely) you	are	In that dress		√					
IM/T8/C.10	9/Ch.2	Can I have your number ?		Can (I)	have Your number?				√ (Yes/No)	√		
IM/T8/C.10	0/Ch.2	I lost my old cellphone two years ago	I		lost my old cellphone	two years ago	√					
IM/T8/C.11	1/Ch.2	It's 76234096	It	's	76234096		√					
IM/T8/C.11	2/Ch.2	By the way, do you live in the neighborhood here?		(By the way), do (you)	live	in the neighborhood here?			√ (Yes/No)			
IM/T8/C.11	3/Ch.2	My house's in the next block	My house	's	In the next block		√					
IM/T8/C.11	4/Ch.2	Visit me sometimes			Visit (me)	Sometimes		√				
IM/T8/C.11	5/Ch.2	It will be nice to catch up on life with you	It	Will be	nice to catch up on life with you		√				√	
IM/T8/C.11	6/Ch.2	By the way, I should go now	(by the way)	should	go	Now	√				√	

		I											
IM/T8/C.11 7/Ch.2	You are really the star	you	are		really the star		√						
IM/T9/C.11 18/Ch.2	That's a nice leather jacket	That	's		a nice leather jacket		√						
IM/T9/C.11 9/Ch.2	Do you like it, Akbar?		Do (you)	like	It, Akbar?				√ (Yes/ No)				
IM/T9/C.12 0/Ch.2	It is very nice	It	is		Very nice		√						
IM/T9/C.12 1/Ch.2	Where did you get it?		(where) did (you)	get	It?				√ (WH)				
IM/T9/C.12 2/Ch.2	I bought it at the Factory Outlet, on Martadinata Street	I		bought	it	at the Factory Outlet, on Martadina ta Street	√						
IM/T9/C.12 3/Ch.2	How much was it?		(how much) was		It?				√ (WH)				
IM/T9/C.12 4/Ch.2	It's affordable	It	's				√						
IM/T9/C.12 5/Ch.2	But it has good quality	But it		Has	Good quality		√						
IM/T9/C.12 6/Ch.2	It looks good			looks			√						
IM/T9/C.12 7/Ch.2	I know	I		Know			√						
IM/T10/C.1 128/Ch.2	What do you think of my jacket?		(what) do (you)	think	Of my jacket?				√ (WH)				
IM/T10/C.1	Does it suit me?		Does (it)	suit	Me?				√				

	29/Ch.2								(Yes/No)			
	IM/T10/C1 30/Ch.2	What does the man probably answer?		(what) does (the man) probably	Answer?				√ (WH)			
	IM/T11/C1 131/Ch.2	You look very fresh today, Neil	You		look	Very fresh	Today, Neil	√				
	IM/T11/C3 97/Ch.5	Oh Anna, I love your dress	Oh Anna, I		Love	Your dress		√				
	IM/T12/C1 133/Ch.2	It's a cheap one	It	's		Cheap one		√				
	IM/T13/C1 134/Ch.2	Well done on getting that contract	(I)		(do)	Well done on getting that contract		√				
	IM/T13/C1 35/Ch.2	But it wasn't all my work	But it	Wasn't		all my work		√				
	IM/T13/C1 36/Ch.2	You look very swish, Lizzy	you		look	Very swish, Lizzy		√				
	IM/T13/C1 37/Ch.2	I hope I can say it to you	I		hope	I can say it to you		√		√		
	IM/T14/C1 138/Ch.2	The cake is very tasty	The cake	is		Very tasty		√				
	IM/T15/C1 139/Ch.2	Mom, I want you to make it again for me	Mom, I		want	you to make it again for me		√		√		
	IM/T16/C1 140/Ch.2	May I see your paintings?		May (I)	see	your paintings?			√ (Yes/No)	√		
	IM/T16/C1	This is wonderful	This	is		wonderful		√				

	41/Ch.2												
	IM/T17/C.1 142/Ch.2	You are so beautiful tonight	You	are		So beautiful tonight	√						
	IM/T18/C.1 143/Ch.2	The dress is perfect for you, Miss	The dress	is		perfect for you, Miss	√						
	IM/T18/C.1 44/Ch.2	I would buy this dress again	I	would	buy	this dress again	√					√	
	IM/T19/C.1 145/Ch.2	Manager, Is there something wrong with my work?	Man ager,	Is (there)		something wrong with my work?				√ (Yes/ No)			
	IM/T19/C.1 46/Ch.2	None	None	(is)		(wrong with your work)	√						
	IM/T19/C.1 47/Ch.2	You do it well	You		Do	It well	√						
	IM/T19/C.1 48/Ch.2	You're welcome	You	're		Welcome	√						
	IM/T20/C.1 149/Ch.2	Thank you for coming to my birthday party	(I)		Thank you	for coming to my birthday party	√						
	IM/T20/C.1 50/Ch.2	Your party is interesting	Your party	Is			√						
	IM/T20/C.1 51/Ch.2	I like this	I		like	This	√						
	IM/T20/C.1 52/Ch.2	Please enjoy it			Please enjoy	It			√				
	IM/T21/C.1 153/Ch.2	Come in			Come in				√				
	IM/T21/C.1 54/Ch.2	I'd like you to take a look at my hotel	I	'd	like	you to take a look	√					√	
	IM/T21/C.1	What a very nice	(it)	(is)		(What) a	√						

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	55/Ch.2	interior design				very nice interior design							
	IM/T21/C1 56/Ch.2	I love it	I		Love	it		√					
	IM/T21/C1 57/Ch.2	Thank you very much	(I)		Thank	you very much		√					
	IM/T22/C1 158/Ch.2	Your voice is very sweet	Your voice Your voice	is		Very sweet		√					
	IM/T22/C1 59/Ch.2	Can you sing for me again?		Can (you)	sing	for me again?			√ (Yes/No)	√			
	IM/T22/C1 60/Ch.2	Sure, I'll sing for you	Sure, I	'll	sing	For you		√			√		
	IM/T23/C1 161/Ch.2	Your bag is beautiful	Your bag	is		beautiful		√					
	IM/T23/C1 62/Ch.2	Where did you buy it?		(Where) did (you)	buy	It?			√ (WH)				
	IM/T23/C1 63/Ch.2	I bought it in the Sierra shop	I		bought	it	In the Sierra shop	√					
	IM/T24/C1 164/Ch.2	Your handicraft is so good	Your handicraft	is		So good		√					
	IM/T24/C1 65/Ch.2	Can you show me how to make it?		Can (you)	Show	Me how to make it?			√ (Yes/No)	√			
	IM/T25/C1	I like your shirt, Mark	I		like	your shirt,		√					

	166/Ch.2				Mark							
	IM/T25/C1 67/Ch.2	My girl made it for me	My girl		Made it for me		√					
	IM/T26/C.1 168/Ch.2	Your speech is inspiring	Your speech	Is	Inspiring		√					
	IM/T26/C1 69/Ch.2	Your performance is not so bad	Your performance	Is not	So bad		√					
	IM/T27/C.1 170/Ch.2	I like your wallet	I		like Your wallet		√					
	IM/T27/C1 71/Ch.2	It is very lovely	It	Is	Very lovely		√					
	IM/T27/C1 72/Ch.2	It is homemade.	It	Is	Homemade		√					
	IM/T27/C1 73/Ch.2	My aunt made it	My aunt		made It		√					
	IM/T28/C.1 174/Ch.2	Brian, you look dashing today	Brian, you		look Dashing	today	√					
	IM/T28/C1 75/Ch.2	How much money do you want?		(how much money) do (you)	Want?				√ (WH)			
	IM/T28/C1 76/Ch.2	Is Rp3000 enough?		is	Rp3000 enough?				√ (Yes/No)			
	IM/T29/C.1 177/Ch.2	Dude, what an expensive cell phone you have	Dude (it)	(is)	(what) an expensive cell phone you have		√					

IM/T29/C1 78/Ch.2	Not as expensive as your motorcycle	(it)	(is) not		as expensive as your motorcycle		√					
IM/T30/C1 179/Ch.3	You look so serious	you		look	So serious		√					
IM/T30/C1 80/Ch.3	What's the matter?		(what)'s		The matter?			√ (WH)				
IM/T30/C1 81/Ch.3	I'm just thinking about the next final project	I	'm	Just thinkin g think	about the next final project		√					
IM/T30/C1 82/Ch.3	I think that all of our group members should get together	I			that all of our group members should get together		√					
IM/T30/C1 83/Ch.3	all of our group members should talk about get together						√					
IM/T30/C1 84/Ch.3	That sounds great	that		sounds	great		√					
IM/T30/C1 85/Ch.3	This Saturday	(it)	(is)		This saturday		√					
IM/T30/C1 86/Ch.3	There is no class, is it?		(is it)		(There is) no class			√ (Yes/No)				
IM/T30/C1 87/Ch.3	No, there isn't	No there	Isn't		(class)		√					
IM/T30/C1 88/Ch.3	Can you invite them?		Can (you)	Invite	Them?			√ (Yes/No)	√			

IM/T30/C1 89/Ch.3	I think I will text them	I		think	I will text them		√				√	
IM/T30/C1 90/Ch.3	We are going to get together on satudray, at nine in the morning at my house	We	Are going to	get	together	on satudray, at nine in the morning at my house	√				√	
IM/T30/C1 91/Ch.3	Do you agree?		Do (you)	Agree ?					√ (Yes/No)			
IM/T30/C1 92/Ch.3	I agree with you	I		Agree	With you		√					
IM/T31/C1 193/Ch.3	Do you have any plans for the next school holiday?		Do (you)	have	Plans	for the next school holiday?			√ (Yes/No)			
IM/T31/C1 94/Ch.3	I haven't got any ideas yet	I	Haven't	got	Any ideas	yet	√					
IM/T31/C1 95/Ch.3	I will stay at home	I	Will	stay		At home	√				√	
IM/T31/C1 96/Ch.3	I will learn how to cook with my aunty	I	Will	learn	how to cook with my aunty		√				√	
IM/T31/C1 97/Ch.3	Sounds interesting	(it)		sounds	Interesting		√					
IM/T31/C1 98/Ch.3	By the way, there is going to be an exchange student program to the	By the way,	Is going	tobe	an exchange student program	To the UK	√				√√	

	UK	there										
IM/T31/C1 99/Ch.3	Are you willing to join?		Are (you)	willing	To join?				√ (Yes/ No)		√	
IM/T31/C2 00/Ch.3	Are you sure?		Are (you)		Sure?				√ (Yes/ No)			
IM/T31/C2 01/Ch.3	I am interested in it	I	Am	Interes ted	In it		√					
IM/T31/C2 02/Ch.3	When is it going to be?		(when) is (it)	Going to be?					√ (Yes/ No)		√	
IM/T31/C2 03/Ch.3	It is going to be held in June	It	Is going to	Be held		In June	√				√	
IM/T31/C2 04/Ch.3	I will consider joining it	I	Will				√				√	
IM/T31/C2 05/Ch.3	But I have to tell my parents first	But I	Have to	tell	my parents first		√					√
IM/T31/C2 06/Ch.3	I hope you get the permission from your Dad and Mom	I		hope	you get the permission from your Dad and Mom		√					
IM/T31/C2 07/Ch.3	I hope so	I		hope	So		√					
IM/T32/C 208/Ch.3	I'm thinking about somewhere which is not too far	I	'm	thinkin g	about somewhere which is not too far		√					
IM/T32/C2	But not too costly as	But	(is) not		Too costly as		√					

	09/Ch.3	well	(it)		well							
	IM/T32/C2 10/Ch.3	That's great	That	's	great		√					
	IM/T32/C2 11/Ch.3	Is what I am thinking about	It	is	what I am thinking about		√					
	IM/T32/C2 12/Ch.3	I prefer going to beach	I		prefer going to beach		√					
	IM/T32/C2 13/Ch.3	How about going to the closest beach?		(how about) (is)	Going to the closest beach?			√	(WH)			
	IM/T32/C2 14/Ch.3	We can swim and play at the beach	We	can	Swim and play	At the beach	√			√		
	IM/T32/C2 15/Ch.3	I am with you	I	am	With you		√					
	IM/T32/C2 16/Ch.3	Do you have any plans for our holiday?		do (you)	have any plans for our holiday?			√	(Yes/ No)			
	IM/T32/C2 17/Ch.3	Deal	(it)	(is)	Deal		√					
	IM/T32/C2 18/Ch.3	We will go to the nearest beach next holiday	We	will	go	to the nearest beach next holiday	√				√	
	IM/T32/C2 19/Ch.3	So, where will we go next holiday?	So,	(where) will (we)	go	next holiday?		√	(WH)		√	
	IM/T32/C2 20/Ch.3	You can choose whether we go to the beach or the mountain	you	can	choose whether we go to the beach or the		√			√		

					mountain							
	IM/T33/C.2 221/Ch.3	Hello, Ahmad, what are you going to do this weekend?		(Hello, Ahmad, what) are (you) Going to	do	This weekend?			√ (WH)		√	
	IM/T33/C.2 22/Ch.3	I'm going to visit my grandpa in Batu, Malang	I	Am going to	visit	My grandpa	in Batu, Malang	√			√	
	IM/T33/C.2 23/Ch.3	Well, I still do not have any plans for the weekend	Well, I	Still do not	have	any plans	for the weekend	√				
	IM/T33/C.2 24/Ch.3	Why don't you go somewhere?		(why) don't (you)	go	Somewhe re?			√ (WH)			
	IM/T33/C.2 25/Ch.3	Such as a museum?		(is) (it)		as a museum?			√ (Yes/ No)			
	IM/T33/C.2 26/Ch.3	That is a good idea	That	is		A good idea		√				
	IM/T33/C.2 27/Ch.3	But I have to do my homework	But I	Have to	do	My homework		√				√
	IM/T33/C.2 28/Ch.3	No, I haven't	No, I	Haven't				√				
	IM/T33/C.2 29/Ch.3	I'm going to do it this	I	'm going to	do	It this		√			√	
	IM/T33/C.2 30/Ch.3	Well, can we do it together?		Well, can (we)	do	It together?			√ (Yes/ No)	√		
	IM/T33/C.2 31/Ch.3	I will be there at 3	I	Will be		there	At 3	√			√	
	IM/T33/C.2	Is that okay?		Is (that)		Okay?			√			

	32/Ch.3								(Yes/ No)			
	IM/T33/C2 33/Ch.3	Sure, I'll wait	Sure, I	'll	Wait		√				√	
	IM/T34/C2 234/Ch.3	Where're you now?		(Where)'re (you)		Now?		√	(WH)			
	IM/T34/C2 35/Ch.3	I'm still at the office	I	'm		Still at the office	√					
	IM/T34/C2 36/Ch.3	I need to see you	I		need	To see you	√					√
	IM/T34/C2 37/Ch.3	Please, wait for me there!			Please, wait	For me		√				
	IM/T34/C2 38/Ch.3	Where will the woman go?		(Where) will (the woman)	Go?			√	(WH)		√	
	IM/T35/C2 239/Ch.3	I haven't got my phone	I	Haven't	got	My phone	√					
	IM/T35/C2 40/Ch.3	That's ok	that	's		Ok	√					
	IM/T35/C2 41/Ch.3	I'll lend you mine	I	'll	lend	You mine	√				√	
	IM/T36/C2 242/Ch.3	I'm starting university tomorrow	I	'm	startin g	university	√				√	
	IM/T36/C2 43/Ch.3	What is he going to study?		(What) is (he) going to	Study?			√	(WH)		√	
	IM/T37/C2 244/Ch.3	Where are you going?		(Where) are (you)	Going ?			√	(WH)		√	
	IM/T37/C2 45/Ch.3	I am going to visit a customer	I	Am going to	visit	A customer	√				√	
	IM/T38/C2 246/Ch.3	Do you want me to help you?		Do (you)	want	Me to help you?			√	√		

									No)			
IM/T38/C.2 47/Ch.3	Jhon is going to help me	Jhon	Is going to	help	Me		√				√	
IM/T39/C.2 248/Ch.3	Would you prefer tea or coffee?		Would (you)	prefer	Tea or coffe?				√ (Yes/ No)			
IM/T39/C.2 49/Ch.3	I will have some coffee please	I	will	Have	Some coffee please		√				√	
IM/T40/C.2 250/Ch.3	Would you like to come to my house for dinner and talk about this?		Would (you)	Like	to come to my house for dinner and talk about this?				√ (Yes/ No)		√	
IM/T40/C.2 51/Ch.3	I will bring some cakes	I	will	bring	Some cakes		√				√	
IM/T41/C.2 252/Ch.3	What are your plans for next week?		(what) are		Your plans	For next week?			√ (WH)			
IM/T41/C.2 53/Ch.3	I am going to fly to New York on business	I	Am going to	fly		to New York on business	√				√	
IM/T41/C.2 54/Ch.3	Probably on Tuesday	(it)	(is) probably			On Tuesday	√				√	
IM/T41/C.2 55/Ch.3	But I haven't bought any tickets yet	But I	Haven't	bought	Any tickets	yet	√					
IM/T42/C.2 256/Ch.3	I've got a headache	I	've	got	A headache		√					
IM/T42/C.2 57/Ch.3	Sit down			Sit down				√				
IM/T42/C.2 58/Ch.3	And I will get you an aspirin	And I	will	Get	you an aspirin		√				√	

IM/T43/C.2 259/Ch.3	We need some more ink for the printer	We		Need	some more ink for the printer		√					√
IM/T43/C.2 60/Ch.3	I will go to the shop and get some	I	will	Go and get	Some (ink)	To the shop	√				√	
IM/T44/C.3 261/Ch.3	I have no idea	I		Have	No idea		√					
IM/T45/C.2 262/Ch.3	Why did you take my pencil?		(Why) did (you)	take	my pencil?				√ (WH)			
IM/T45/C.2 63/Ch.3	I am going to write a letter	I	Am going to	write	A letter		√				√	
IM/T46/C.3 264/Ch.3	Look			Look				√				
IM/T46/C.2 65/Ch.3	There is smoke coming out of the photocopier	There	is		smoke coming out of the photocopier		√					
IM/T46/C.2 66/Ch.3	You turn it off	You		Turn off	it		√					
IM/T46/C.2 67/Ch.3	And I will phone the safety officer	And I	Will	phone	the safety officer		√				√	
IM/T47/C.4 268/Ch.4	What picture are you holding?		(What picture) are (you)	Holdin g?					√ (WH)			
IM/T47/C.2 69/Ch.4	It is my picture when I was in Raja Ampat	It	Is		my picture	when I was in Raja Ampat	√					
IM/T47/C.2	When did you go there?		(When) did	go		There?			√			

	70/Ch.4		(you)						(WH)			
	IM/T47/C2 71/Ch.4	went there with my family last school vacation	I	went	With my family	last school vacation	√					
	IM/T47/C2 72/Ch.4	It's cool	It	's	cool		√					
	IM/T47/C2 73/Ch.4	How do you get there?		(How) do (you) get	There?			√	(WH)			
	IM/T47/C2 74/Ch.4	What's next?		(what)'s	Next?			√	(WH)			
	IM/T47/C2 75/Ch.4	Next, we can use slow boat or express one to Waisai	Next, we	can use	slow boat or express one	to Waisai	√			√		
	IM/T47/C2 76/Ch.4	Waisai is on the island of Waigeo	Waisai	is		on the island of Waigeo	√					
	IM/T47/C2 77/Ch.4	Waigeo, the capital of Raja Ampat	Waigeo	(is)	the capital of Raja Ampat		√					
	IM/T47/C2 78/Ch.4	How long is it from the harbor to Waisai?		(How long) is (it)		from the harbor to Waisai?		√	(WH)			
	IM/T47/C2 79/Ch.4	If you take the express boat, it will take you about two hours	If you	take	the express boat, it will take you about two hours		√					
	IM/T47/C2 80/Ch.4	But if you take the slow one it's about four hours	But if you	take	the slow one it's about four hours		√					
	IM/T47/C2	It's cheaper of course	It	Is	cheaper of		√					

	81/Ch.4				course							
	IM/T47/C2 82/Ch.4	But you have to learn the timetable as there are not many boats available	But you	have to	learn	the timetable as there are not many boats available	√					
	IM/T47/C2 83/Ch.4	Are there any hotel available?		Are (there)		any hotel available?			√ (Yes/ No)			
	IM/T47/C2 84/Ch.4	You can find not only hotels but also some resorts or homestays	you	Can	find	not only hotels but also some resorts or homestays	√			√		
	IM/T47/C2 85/Ch.4	Thank you for your valuable information	(I)		thank	you for your valuable information	√					
	IM/T47/C2 86/Ch.4	But when are you going there?		(But when) are (you)	going	There?			√ (WH)			
	IM/T47/C2 87/Ch.4	Just asking	(I)	(am)	Just asking		√					
	IM/T48/C2 288/Ch.4	How was your holiday?		(How) was		Your Holiday?			√ (WH)			
	IM/T48/C2 89/Ch.4	It was great	It	was		great	√					
	IM/T48/C2 90/Ch.4	I went to Fantasy World	I		went	To fantasy World	√					
	IM/T48/C2 91/Ch.4	Is an amusement park in Jakarta	It	's		an amusement	√					

					park							
IM/T48/C2 92/Ch.4	The park is divided into thematic areas such as Jakarta, Africa, Indonesia, Europe, America and Asia	The park	is	divide d	into thematic areas such as Jakarta, Africa, Indonesia, Europe, America and Asia		√					
IM/T48/C2 93/Ch.4	That sounds good	That		sounds	Good		√					
IM/T48/C2 94/Ch.4	I've never been there	I	've		Never been	There	√					
IM/T48/C2 95/Ch.4	Is it fun?		Is (it)		Fun?				√ (Yes/ No)			
IM/T48/C2 96/Ch.4	There are a lot of attractions there	there	are		A lot of attraction	There	√					
IM/T48/C2 97/Ch.4	The most thrilling is Tornado	The most thrilling	is		Tomado		√					
IM/T48/C2 98/Ch.4	It spins our body like Tornado	It		spins	our body like Tornado		√					
IM/T48/C2 99/Ch.4	The ride will flip you up and down at more than 4 meters above the ground	The ride	will	flip	you up and down at more than 4 meters above the ground		√				√	
IM/T48/C3	Are you kidding?		Are (you)	Kiddin					√(Yes/			

	00/Ch.4			g?					No)			
	IM/T48/C3 01/Ch.4	What else?							√ (WH)			
	IM/T48/C3 02/Ch.4	Kora-Kora or a huge swinging boat, hysteria, a speed skyscraper elevator, Kicir-Kicir, a towering spool ride and Halilintar	(they)	(are)		Kora-Kora or a huge swinging boat, hysteria, a speed skyscraper elevator, Kicir-Kicir, a towering spool ride and Halilintar	√					
	IM/T48/C3 03/Ch.4	They are all scary and thrilling	they	are		all scary and thrilling	√					
	IM/T48/C3 04/Ch.4	What is Halilintar?		(what) is		Halilintar			√ (WH)			
	IM/T48/C3 05/Ch.4	It's a roller coaster	It	's		a roller coaster	√					
	IM/T48/C3 06/Ch.4	It sounds really fun	It		sounds	Really fun	√					
	IM/T48/C3 07/Ch.4	I want to go there some time	I	Want to	go	there	Some time	√		√		
	IM/T48/C3 08/Ch.4	You shouldn't miss it	You	Shouldn't	miss	it	√				√	
	IM/T48/C3 09/Ch.4	By the way, it's time to get back to class	By the	's		time to get back	To class	√				

		way, it											
IM/T48/C3 10/Ch.4	Let's go then			(Let's) go		Then		√					
IM/T49/C3 11/Ch.5	I visited Borobudur temple in Jogjakarta with my exchange student friends	I		visited	Borobudur temple	in Jogjakarta (with my exchange student friends)		√					
IM/T49/C3 12/Ch.5	It's cool	It	's		Cool			√					
IM/T49/C3 13/Ch.5	It's a huge Buddhist temple	It	's		a huge Buddhist temple			√					
IM/T49/C3 14/Ch.5	It is made from stone constructions	It	is	Made	from stone constructions			√					
IM/T49/C3 15/Ch.5	It is located in Magelang regency	It	is	located		in Magelang regency		√					
IM/T49/C3 16/Ch.5	How did you get to the temple?		(How) did (you)	get		to the temple?			√	(WH)			
IM/T49/C3 17/Ch.5	We got there by car	We		got		There by car		√					
IM/T49/C3 18/Ch.5	It took us about one an half hour from the hotel	It		took	us about one an half hour	From the hotel		√					
IM/T49/C3 19/Ch.5	Are there many tourists visiting that place?		Are (there many tourists)	visitin g	that place?				√	(Yes/ No)			
IM/T49/C3	There are many	Ther	are		many			√					

	20/Ch.5	domestic groups and foreign tourists as well	e			domestic groups and foreign tourists as well							
	IM/T49/C3 21/Ch.5	What do you learn from it?		(What) do (you)	learn	From it?			√ (WH)				
	IM/T49/C3 22/Ch.5	I realize that our ancestors had brilliant architectures and designs	I		Realize	that our ancestors had brilliant architectures and designs	√						
	IM/T49/C3 23/Ch.5	I couldn't imagine how they moved and erected big stones without a crane and technology	I	Couldn't	imagine	how they moved and erected big stones without a crane and technology	√			√			
	IM/T49/C3 24/Ch.5	I think so	I		think	so	√						
	IM/T49/C3 25/Ch.5	It's so amazing	it	's		So amazing	√						
	IM/T49/C3 26/Ch.5	We have to be proud of being Indonesian	We	Have to	be	Proud of being Indonesian	√						√
	IM/T50/C.327/Ch.5	How about going to the National Monument in Jakarta?		(How) (is) (about)	going	to the National Monument in Jakarta?			√ (WH)				

IM/T50/C3 28/Ch.5	I hear that it is a 132 m tower in the center of Merdeka Square Central Jakarta	I		hear	that it is a 132 m tower	in the center of Merdeka Square Central Jakarta	√					
IM/T50/C3 29/Ch.5	You are right	you	are		Right		√					
IM/T50/C3 30/Ch.5	It symbolizes the fight for Indonesia	it		Symbolizes	the fight for Indonesia		√					
IM/T50/C3 31/Ch.5	I like history	I		like	History		√					
IM/T50/C3 32/Ch.5	There are many sections such as the top yard, The Independence Room, The National History Museum and the park area	there	are		many sections such as the top yard, The Independence Room, The National History Museum and the park area		√					
IM/T50/C3 33/Ch.5	You can read the script of Indonesian Independence and listen to Soekarno's voice when he was reading the script	you	can	Read and listen	the script of Indonesian Independence, to Soekarno's voice	when he was reading the script	√			√		
IM/T50/C3 34/Ch.5	It's amazing	it	is		Amazing		√					

IM/T50/C3 35/Ch.5	I would like to see Jakarta from the height	I	would	Like to see	Jakarta	from the height	√				√	
IM/T50/C3 36/Ch.5	You can reach the top by the available elevator	you	can	reach	The top	by the available elevator	√			√		
IM/T50/C3 37/Ch.5	From there you can enjoy the view of Jakarta and feel the blowing air	You	can	Enjoy and feel	the view of Jakarta, the blowing air	From there	√			√		
IM/T50/C3 38/Ch.5	How about the park area?		(How) (is)		about the park area?				√ (WH)			
IM/T50/C3 39/Ch.5	It surrounds the monument and is organized nicely	It		Surrounds and is organized	the monument	nicely	√					
IM/T50/C3 40/Ch.5	There are several kinds of plants from various regions of Indonesia	There	are		several kinds of plants	from various regions of Indonesia	√					
IM/T50/C3 41/Ch.5	And also a pool with fountain and the statue of Prince Diponegoro riding a horse which was made of 8 ton of bronze in the park	And (it)	(is) (also)		a pool with fountain and the statue of Prince Diponegoro riding a horse which was made of 8 ton of bronze in the park		√					

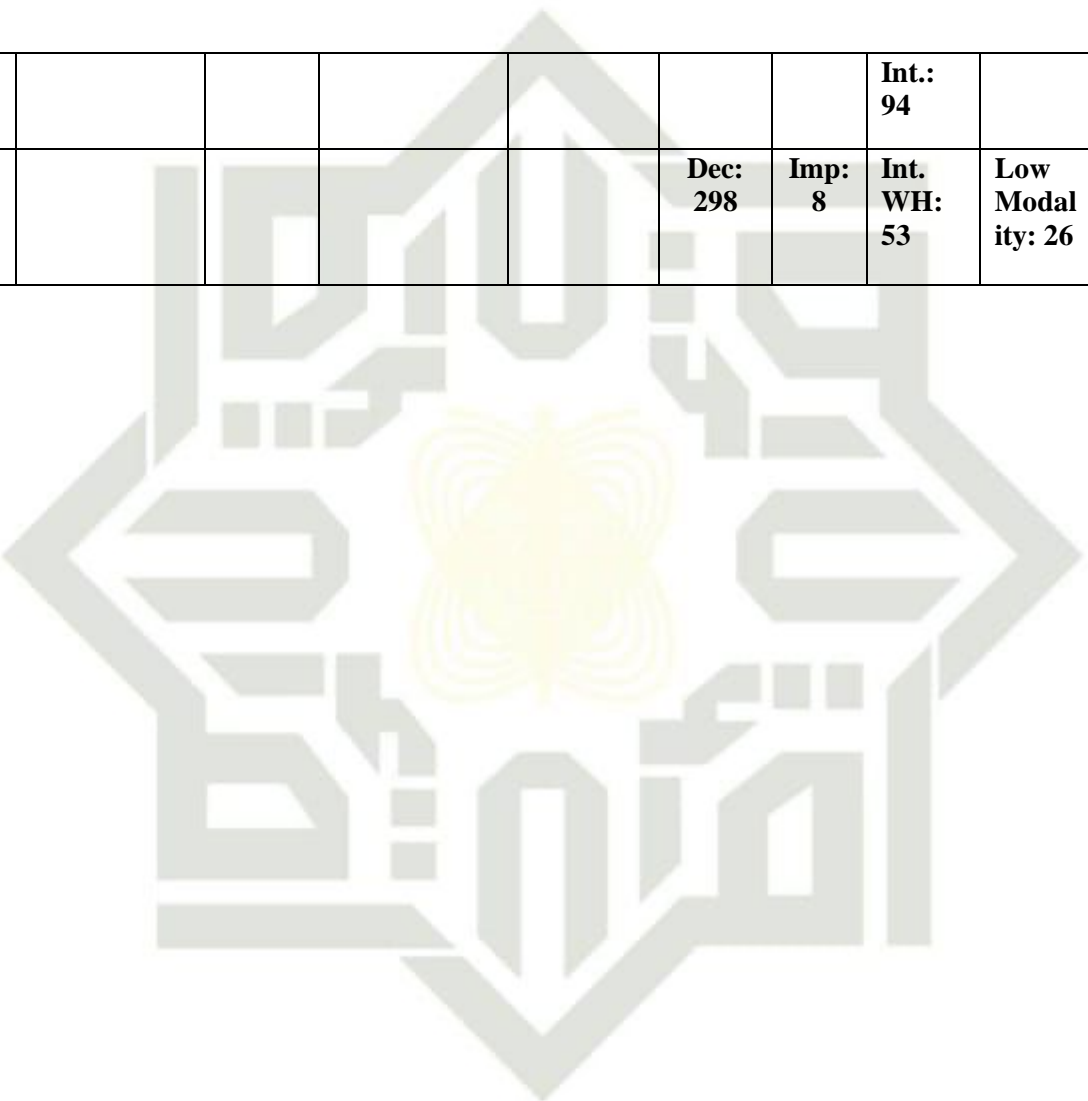
IM/T50/C3 42/Ch.5	It must be so fun	It	Must	Be	So fun		√					√
IM/T50/C3 43/Ch.5	I can't wait	I	Can't	wait			√			√		
IM/T51/C3 344/Ch.5	Is something wrong?		Is (something)		Wrong?				√ (Yes/ No)			
IM/T51/C3 45/Ch.5	You don't look so happy	you	Don't	look	So happy		√					
IM/T51/C3 46/Ch.5	I lost my phone on my way to school this morning	I		lost	My phone	on my way to school this morning	√					
IM/T51/C3 47/Ch.5	That's awful	that	's		Awful		√					
IM/T51/C3 48/Ch.5	How did that happen?		(How) did (that)	Happen?					√ (WH)			
IM/T51/C3 49/Ch.5	I don't know	I	Don't	Know			√					
IM/T51/C3 50/Ch.5	I didn't realize that it had gone until I got here	I	Didn't	realize	realize that it had gone	until I got here	√					
IM/T51/C3 51/Ch.5	What an unfortunate event	(it)	(was)		(What) an unfortunate event		√					
IM/T52/C3 352/Ch.5	Sherly, what a nice dress	Sherly, (it)	(is)		(what) a nice dress		√					
IM/T52/C3 53/Ch.5	You look stunning	you		look	Stunning		√					
IM/T52/C3	I'm not sure about that	I	'm not		Sure about		√					

	54/Ch.5				that								
	IM/T53/C3 355/Ch.5	Sara, did you have your haircut?		Sara, did (you)	have	Yur hair cut?				√ (Yes/ No)			
	IM/T53/C3 56/Ch.5	Well it suits you	Well, it		suits	You		√					
	IM/T53/C3 57/Ch.5	You look good with that haircut	you		look	Good with that haircut		√					
	IM/T53/C3 58/Ch.5	I really appreciate it	I		Really appreciate	It		√					
	IM/T53/C3 59/Ch.5	No one noticed my new haircut except you	No one		noticed	my new haircut except you		√					
	IM/T54/C3 360/Ch.5	I heard your speech	I		Heard	your speech		√					
	IM/T54/C3 61/Ch.5	That was so inspiring	That			So inspiring		√					
	IM/T54/C3 62/Ch.5	Your topic about humanism was very touching	You topic about humanism	was		very touching		√					
	IM/T54/C3 63/Ch.5	And you handled it well	And you		Handled	it	Well	√					
	IM/T54/C3 64/Ch.5	Frankly speaking	(it)	(is)		Frankly speaking		√					
	IM/T54/C3 65/Ch.5	I was very nervous	I	was		very nervous		√					
	IM/T55/C3	Wina I saw you on the	Wina		saw	you	on the	√					

	366/Ch.5	debate competition yesterday	, I				debate competition yesterday						
	IM/T55/C3 67/Ch.5	That was a headed debate	that	was			a headed debate	√					
	IM/T55/C3 68/Ch.5	Congratulation for your winning	(I)		(say)		Congratulation for your winning	√					
	IM/T55/C3 69/Ch.5	What an amazing victory	(it)	(was)			(What) an amazing victory	√					
	IM/T55/C3 70/Ch.5	It was actually a team effort	It	was			actually a team effort	√					
	IM/T55/C3 71/Ch.5	Our debate team has a really good skill and talent	Our debate team		has		a really good skill and talent	√					
	IM/T56/C3 372/Ch.5	Honey come here			Honey come		here		√				
	IM/T56/C3 73/Ch.5	I bought you a new pair of shoes	I		Bought	y		√					
	IM/T56/C3 74/Ch.5	They are so beautiful	They	are			So beautiful	√					
	IM/T56/C3 75/Ch.5	I love them	I		Love	Them		√					
	IM/T56/C3	Do you really like them?		Do you	really	Them?				√			

	76/Ch.5			like					(Yes/No)			
	IM/T56/C3 77/Ch.5	Of course I do	Of course I	do			√					
	IM/T56/C3 78/Ch.5	Listen		Listen			√					
	IM/T56/C3 79/Ch.5	I have to go to Rome for business next week	I	Have	go	to Rome for business next week	√				√	
	IM/T56/C3 80/Ch.5	So I wouldn't be here to celebrate your birthday	So, I	Wouldn't	be	to celebrate your birthday	√				√	
	IM/T56/C3 81/Ch.5	How long will you be there?		(How long) will (you)	be	There?			√ (WH)		√	
	IM/T56/C3 82/Ch.5	I'll stay there for 5 days	I	'll	stay	There for 5 days	√				√	
	IM/T56/C3 83/Ch.5	That's too bad	That	's		Too bad	√					
	IM/T56/C3 84/Ch.5	But I promise you to bring something from Rome	But I		promise	you to bring something	√					
	IM/T56/C3 85/Ch.5	What do you want?		(What) do (you)	Want?				√ (WH)			
	IM/T56/C3 86/Ch.5	A doll?		(is) (it)		A doll?			√ (Yes/No)			
	IM/T56/C3 87/Ch.5	A dress		(is) (it)		A dress?		√	√ (Yes/No)			

IM/T56/C3 88/Ch.5	You don't have to buy me anything	You	Don't have to	buy	me anything		√					√
IM/T56/C3 89/Ch.5	Just come home safely			Just come home		Safely		√				
IM/T56/C3 90/Ch.5	I will dear	I	will		Dear		√				√	
IM/T56/C3 91/Ch.5	Why don't you try your new dress?		(Why) don't (you)	try	your new dress?				√	(WH)		
IM/T56/C3 92/Ch.5	See if it fits			see	if it fits			√				
IM/T56/C3 93/Ch.5	Look at you			look	At you			√				
IM/T56/C3 94/Ch.5	It looks good on you	It		looks	Good on you		√					
IM/T57/C 395/Ch.5	I went to Paris	I		Went		To Paris	√					
IM/T57/C3 96/Ch.5	The weather was so nice	The weather	was		So nice		√					
IM/T58/C 397/Ch.5	Sifa, what did you do yesterday?	Sifa,	(what) did (you)	do		Yesterday ?			√	(WH)		
IM/T58/C3 98/Ch.5	I just stayed home	I		Just stayed	Home		√					
IM/T58/C3 99/Ch.5	It was raining yesterday	It	was	raining		Yesterday	√					
IM/T58/C4 00/Ch.5	The rain was so heavy	The rain	was		So heavy		√					



UIN SUSKA RIAU

									Int.: 94			
						Dec: 298	Imp: 8	Int. WH: 53	Low Modal ity: 26	Mediu m Modal ity: 40	High Modal ity: 10	

ta milik UIN Suska Riau State Islamic University of Sultan

Undang-Undang

ngutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

an hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau t

an tidak merugikan kepentingan yang wajar UIN Suska Riau.

ngumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The total of clause: 400 clauses
The total of Text: 58 texts

APPENDIX 2

Mood Elements

IM: Interpersonal Meaning
T: Text 1
C: Clause 1
Ch: Chapter

The Form of Data Sheet Checklist of Mood Elements Analysis Realized in the Texts in the English Textbook

No	Code	Clause	Mood Elements Analysis		
			Dec.	Imp.	Int.
	IM/F1/C.1/Ch.1	Hello, I'm Andy	√		
	IM/F1/C.2/ Ch.1	Hello, I'm Brian	√		
	IM/F1/C.3/ Ch.1	Are you okay?			√ (Yes/ No)
	IM/F1/C.4/ Ch.1	I am a little bit tired	√		
	IM/F1/C.5/ Ch.1	What's wrong?			√ (WH)
	IM/T1/C.6/ Ch.1	I couldn't sleep well last night	√		
	IM/T1/C.7/ Ch.1	I'm sorry to hear that	√		
	IM/F1/C.8/ Ch.1	What went wrong?			√ (WH)

IM/TH/C.9/ Ch.1	I think I had a jet lag from my flight	√		
IM/TH/C.10/ Ch.1	Where did you fly from?			√ (WH)
IM/TH/C.11/ Ch.1	I came from Japan last night	√		
IM/TH/C.12/ Ch.1	That's far	√		
IM/TH/C.13/ Ch.1	Was it a long flight?			√ (Yes/No)
IM/TH/C.14/ Ch.1	Just a few hours	√		
IM/TH/C.15/ Ch.1	Hope you get better soon	√		
IM/TH/C.16/ Ch.1	I need some fresh air	√		
IM/TH/C.17/ Ch.1	Excuse me for a while	√		
IM/TH/C.18/ Ch.1	Glad to meet you	√		
IM/TH/C.19/ Ch.1	Sure, Glad to meet you too	√		
IM/T2/C.20/Ch.1	Hello, I'm Monica Sanzes	√		
IM/T2/C.21/Ch.1	Hi! My name is Jennifer Lopez	√		
IM/T2/C.22/Ch.1	But, please call me Jeni		√	
IM/T2/C.23/Ch.1	Nice to meet you, Jeni	√		
IM/T2/C.24/Ch.1	Just call me, Monic		√	
IM/T2/C.25/Ch.1	What's your last name again?			√ (WH)
IM/T2/C.26/Ch.1	It's Sanzes	√		
IM/T2/C.27/Ch.1	Where are you from?			√ (WH)
IM/T2/C.28/Ch.1	I'm from Mexico city	√		

IM/T2/C.29/Ch.1	I see	√		
IM/T2/C.30/Ch.1	So you are a mexican, aren't you?			√
IM/T2/C.31/Ch.1	And what are you doing here?			√ (WH)
IM/T2/C.32/Ch.1	I'm attending the summer camp	√		
IM/T2/C.33/Ch.1	How about you?			√ (WH)
IM/T2/C.34/Ch.1	I'm from Forthworth	√		
IM/T2/C.35/Ch.1	I am American	√		
IM/T2/C.36/Ch.1	Are you attending the summer camp too?			√ (Yes/No)
IM/T2/C.37/Ch.1	Well, nice to meet you, Jeni	√		
IM/T2/C.38/Ch.1	Nice to meet you too, Monic	√		
IM/T2/C.39/Ch.1	How are you?			√ (WH)
IM/T3/C.40/Ch.1	My name is Jhon	√		
IM/T3/C.41/Ch.1	I'm 15 years old	√		
IM/T3/C.42/Ch.1	Bye, have a nice day	√		
IM/T3/C.43/Ch.1	I'm fine	√		
IM/T3/C.44/Ch.1	What's your name?			√ (WH)
IM/T3/C.45/Ch.1	I'm 16	√		
IM/T3/C.46/Ch.1	Where do you come from?			√ (WH)
IM/T3/C.47/Ch.1	I come from Denpasar	√		
IM/T3/C.48/Ch.1	Sorry I am late	√		

IM/13/C.49/Ch.1	My name's Paul	√		
IM/13/C.50/Ch.1	How old are you?			√ (WH)
IM/13/C.51/Ch.1	I'm from Bandung	√		
IM/14/C.52/Ch.1	I want to introduce my cousin, Anna	√		
IM/14/C.53/Ch.1	How do you do?			√ (WH)
IM/14/C.54/Ch.1	What is Roni doing?			√ (WH)
IM/15/C.55/Ch.1	May I introduce myself?			√ (Yes/No)
IM/15/C.56/Ch.1	My name is Anton	√		
IM/15/C.57/Ch.1	I am a technician of PT General Automotive	√		
IM/15/C.58/Ch.1	What can I do for you, sir?			√ (WH)
IM/15/C.59/Ch.1	I want to see Mr. Rahmat, the mechanic in the workshop	√		
IM/15/C.60/Ch.1	Is he in today?			√ (Yes/No)
IM/15/C.61/Ch.1	I am sorry, sir	√		
IM/15/C.62/Ch.1	Mr. Rahmat isn't in today	√		
IM/16/C.63/Ch.1	Nice to see you	√		
IM/16/C.64/Ch.1	Nice to see you, too	√		
IM/16/C.65/Ch.1	I am quite well, thanks	√		
IM/16/C.66/Ch.1	Have you met my friends?			√ (WH)
IM/16/C.67/Ch.1	This is Nani and Tom	√		

IM/16/C.68/Ch.1	Please, take a seat	√	
IM/16/C.69/Ch.1	I'll ask for the menu to the waiters	√	
IM/16/C.70/Ch.1	I am sorry	√	
IM/16/C.71/Ch.1	I am in a hurry	√	
IM/16/C.72/Ch.1	That's bad	√	
IM/17/C.73/Ch.2	You look so happy today	√	
IM/17/C.74/Ch.2	What's happened?		√ (WH)
IM/17/C.75/Ch.2	I've just got this pair of shoes	√	
IM/17/C.76/Ch.2	They are super cute	√	
IM/17/C.77/Ch.2	Where did you get them?		√ (WH)
IM/17/C.78/Ch.2	I bought it from my friend	√	
IM/17/C.79/Ch.2	They look so nice on you	√	
IM/17/C.80/Ch.2	Is that a new dress?		√ (Yes/No)
IM/17/C.81/Ch.2	I've never seen you wearing that before.	√	
IM/17/C.82/Ch.2	Actually I bought it two months ago	√	
IM/17/C.83/Ch.2	I didn't have any reasons to wear it until now	√	
IM/17/C.84/Ch.2	You should wear it more often	√	
IM/17/C.85/Ch.2	That dress really suits you	√	
IM/17/C.86/Ch.2	Do you really think so?		√ (Yes/No)
IM/17/C.87/Ch.2	You know	√	

IM/17/C.88/Ch.2	I think my shoes and your dress are perfect match	√		
IM/17/C.89/Ch.2	What do you think?			√ (WH)
IM/17/C.90/Ch.2	You're right	√		
IM/17/C.91/Ch.2	I think not only my dress but also skinny jeans are a perfect match for your shoes	√		
IM/17/C.92/Ch.2	That's a very lovely pair of shoes for sure	√		
IM/18/C.93/Ch.2	I cannot believe it was you	√		
IM/18/C.94/Ch.2	Thank you for coming	√		
IM/18/C.95/Ch.2	I'm good	√		
IM/18/C.96/Ch.2	That was a magnificent performance	√		
IM/18/C.97/Ch.2	The way you played the piano	√		
IM/18/C.98/Ch.2	The way you sang was marvelous	√		
IM/18/C.99/Ch.2	Do you think so?			√ (Yes/No)
IM/18/C.100/Ch.2	Do you like it?			√ (Yes/No)
IM/18/C.101/Ch.2	You played the piano beautifully.	√		
IM/18/C.102/Ch.2	And you sang too	√		
IM/18/C.103/Ch.2	Your voice was endearing	√		
IM/18/C.104/Ch.2	Everyone was in awe	√		
IM/18/C.105/Ch.2	That's very kind of you	√		

IMT8/C.106/Ch.2	You are in the spotlight	√		
IMT8/C.107/Ch.2	Look at yourself		√	
IMT8/C.108/Ch.2	How lovely you are in that dress	√		
IMT8/C.109/Ch.2	Can I have your number ?			√ (Yes/No)
IMT8/C.110/Ch.2	I lost my old cellphone two years ago	√		
IMT8/C.111/Ch.2	It's 76234096	√		
IMT8/C.112/Ch.2	By the way, do you live in the neighborhood here?			√ (Yes/No)
IMT8/C.113/Ch.2	My house's in the next block	√		
IMT8/C.114/Ch.2	Visit me sometimes		√	
IMT8/C.115/Ch.2	It will be nice to catch up on life with you	√		
IMT8/C.116/Ch.2	By the way, I should go now	√		
IMT8/C.117/Ch.2	You are really the star	√		
IMT9/C.118/Ch.2	That's a nice leather jacket	√		
IMT9/C.119/Ch.2	Do you like it, Akbar?			√ (Yes/No)
IMT9/C.120/Ch.2	It is very nice	√		
IMT9/C.121/Ch.2	Where did you get it?			√ (WH)
IMT9/C.122/Ch.2	I bought it at the Factory Outlet, on Martadinata Street	√		
IMT9/C.123/Ch.2	How much was it?			√ (WH)

IM/T9/C.124/Ch.2	It's affordable	√		
IM/T9/C.125/Ch.2	But it has good quality	√		
IM/T9/C.126/Ch.2	It looks good	√		
IM/T9/C.127/Ch.2	I know	√		
IM/T10/C.128/Ch.2	What do you think of my jacket?			√ (WH)
IM/T10/C.129/Ch.2	Does it suit me?			√ (Yes/No)
IM/T10/C.130/Ch.2	What does the man probably answer?			√ (WH)
IM/T11/C.131/Ch.2	You look very fresh today, Neil	√		
IM/T11/C.397/Ch.5	Oh Anna, I love your dress	√		
IM/T12/C.133/Ch.2	It's a cheap one	√		
IM/T13/C.134/Ch.2	Well done on getting that contract	√		
IM/T13/C.135/Ch.2	But it wasn't all my work	√		
IM/T13/C.136/Ch.2	You look very swish, Lizzy	√		
IM/T13/C.137/Ch.2	I hope I can say it to you	√		
IM/T14/C.138/Ch.2	The cake is very tasty	√		
IM/T15/C.139/Ch.2	Mom, I want you to make it again for me	√		
IM/T16/C.140/Ch.2	May I see your paintings?			√ (Yes/No)
IM/T16/C.141/Ch.2	This is wonderful	√		
IM/T17/C.142/Ch.2	You are so beautiful tonight	√		
IM/T18/C.143/Ch.2	The dress is perfect for you, Miss	√		

IM/T18/C.144/Ch.2	I would buy this dress again	√		
IM/T19/C.145/Ch.2	Manager, Is there something wrong with my work?			√ (Yes/No)
IM/T19/C.146/Ch.2	None	√		
IM/T19/C.147/Ch.2	You do it well	√		
IM/T19/C.148/Ch.2	You're welcome	√		
IM/T20/C.149/Ch.2	Thank you for coming to my birthday party	√		
IM/T20/C.150/Ch.2	Your party is interesting	√		
IM/T20/C.151/Ch.2	I like this	√		
IM/T20/C.152/Ch.2	Please enjoy it		√	
IM/T21/C.153/Ch.2	Come in		√	
IM/T21/C.154/Ch.2	I'd like you to take a look at my hotel	√		
IM/T21/C.155/Ch.2	What a very nice interior design	√		
IM/T21/C.156/Ch.2	I love it	√		
IM/T21/C.157/Ch.2	Thank you very much	√		
IM/T22/C.158/Ch.2	Your voice is very sweet	√		
IM/T22/C.159/Ch.2	Can you sing for me again?			√ (Yes/No)
IM/T22/C.160/Ch.2	Sure, I'll sing for you	√		
IM/T23/C.161/Ch.2	Your bag is beautiful	√		
IM/T23/C.162/Ch.2	Where did you buy it?			√ (WH)

IM/T23/C.163/Ch.2	I bought it in the Sierra shop	√		
IM/T24/C.164/Ch.2	Your handicraft is so good	√		
IM/T24/C.165/Ch.2	Can you show me how to make it?			√ (Yes/No)
IM/T25/C.166/Ch.2	I like your shirt, Mark	√		
IM/T25/C.167/Ch.2	My girl made it for me	√		
IM/T26/C.168/Ch.2	Your speech is inspiring	√		
IM/T26/C.169/Ch.2	Your performance is not so bad	√		
IM/T27/C.170/Ch.2	I like your wallet	√		
IM/T27/C.171/Ch.2	It is very lovely	√		
IM/T27/C.172/Ch.2	It is homemade.	√		
IM/T27/C.173/Ch.2	My aunt made it	√		
IM/T28/C.174/Ch.2	Brian, you look dashing today	√		
IM/T28/C.175/Ch.2	How much money do you want?			√ (WH)
IM/T28/C.176/Ch.2	Is Rp3000 enough?			√ (Yes/No)
IM/T29/C.177/Ch.2	Dude, what an expensive cell phone you have	√		
IM/T29/C.178/Ch.2	Not as expensive as your motorcycle	√		
IM/T30/C.179/Ch.3	You look so serious	√		
IM/T30/C.180/Ch.3	What's the matter?			√ (WH)
IM/T30/C.181/Ch.3	I'm just thinking about the next final project	√		
IM/T30/C.182/Ch.3	I think that all of our group members should get	√		

		together			
	IM/T30/C.183/Ch.3	all of our group members should talk about get together	√		
	IM/T30/C.184/Ch.3	That sounds great	√		
	IM/T30/C.185/Ch.3	this Saturday	√		
	IM/T30/C.186/Ch.3	There is no class, is it?			√ (Yes/No)
	IM/T30/C.187/Ch.3	No, there isn't	√		
	IM/T30/C.188/Ch.3	Can you invite them?			√ (Yes/No)
	IM/T30/C.189/Ch.3	I think I will text them	√		
	IM/T30/C.190/Ch.3	We are going to get together on satudray, at nine in the morning at my house	√		
	IM/T30/C.191/Ch.3	Do you agree?			√ (Yes/No)
	IM/T30/C.192/Ch.3	I agree with you	√		
	IM/T31/C.193/Ch.3	Do you have any plans for the next school holiday?			√ (Yes/No)
	IM/T31/C.194/Ch.3	I haven't got any ideas yet	√		
	IM/T31/C.195/Ch.3	I will stay at home	√		
	IM/T31/C.196/Ch.3	I will learn how to cook with my aunty	√		
	IM/T31/C.197/Ch.3	Sounds interesting	√		
	IM/T31/C.198/Ch.3	By the way, there is going to be an exchange	√		

		student program to the UK			
	IM/T31/C.199/Ch.3	Are you willing to join?			√ (Yes/No)
	IM/T31/C.200/Ch.3	Are you sure?			√ (Yes/No)
	IM/T31/C.201/Ch.3	I am interested in it	√		
	IM/T31/C.202/Ch.3	When is it going to be?			√ (Yes/No)
	IM/T31/C.203/Ch.3	It is going to be held in June	√		
	IM/T31/C.204/Ch.3	I will consider joining it	√		
	IM/T31/C.205/Ch.3	But I have to tell my parents first	√		
	IM/T31/C.206/Ch.3	I hope you get the permission from your Dad and Mom	√		
	IM/T31/C.207/Ch.3	I hope so	√		
	IM/T32/C.208/Ch.3	I'm thinking about somewhere which is not too far	√		
	IM/T32/C.209/Ch.3	But not too costly as well	√		
	IM/T32/C.210/Ch.3	That's great	√		
	IM/T32/C.211/Ch.3	It is what I am thinking about	√		
	IM/T32/C.212/Ch.3	I prefer going to beach	√		
	IM/T32/C.213/Ch.3	How about going to the closest beach?			√ (WH)
	IM/T32/C.214/Ch.3	We can swim and play at the beach	√		
	IM/T32/C.215/Ch.3	I am with you	√		

IM/T33/C.216/Ch.3	Do you have any plans for our holiday?			√ (Yes/No)
IM/T33/C.217/Ch.3	Deal	√		
IM/T33/C.218/Ch.3	We will go to the nearest beach next holiday	√		
IM/T33/C.219/Ch.3	So, where will we go next holiday?			√ (WH)
IM/T33/C.220/Ch.3	You can choose whether we go to the beach or the mountain	√		
IM/T33/C.221/Ch.3	Hello, Ahmad, what are you going to do this weekend?			√ (WH)
IM/T33/C.222/Ch.3	I am going to visit my grandpa in Batu, Malang	√		
IM/T33/C.223/Ch.3	Well I still do not have any plans for the weekend	√		
IM/T33/C.224/Ch.3	Why don't you go somewhere?			√ (WH)
IM/T33/C.225/Ch.3	Such as a museum?			√ (Yes/No)
IM/T33/C.226/Ch.3	That is a good idea	√		
IM/T33/C.227/Ch.3	But I have to do my homework	√		
IM/T33/C.228/Ch.3	No, I haven't	√		
IM/T33/C.229/Ch.3	I'm going to do it this	√		
IM/T33/C.230/Ch.3	Well, can we do it together?			√ (Yes/No)
IM/T33/C.231/Ch.3	I will be there at 3	√		
IM/T33/C.232/Ch.3	Is that okay?			√ (Yes/No)

IM/T33/C.233/Ch.3	Sure, I'll wait	√		
IM/T34/C.234/Ch.3	Where're you now?			√ (WH)
IM/T34/C.235/Ch.3	I'm still at the office	√		
IM/T34/C.236/Ch.3	I need to see you	√		
IM/T34/C.237/Ch.3	Please, wait for me there!		√	
IM/T34/C.238/Ch.3	Where will the woman go?			√ (WH)
IM/T35/C.239/Ch.3	I haven't got my phone	√		
IM/T35/C.240/Ch.3	That's ok	√		
IM/T35/C.241/Ch.3	I'll lend you mine	√		
IM/T36/C.242/Ch.3	I'm starting university tomorrow	√		
IM/T36/C.243/Ch.3	What is he going to study?			√ (WH)
IM/T37/C.244/Ch.3	Where are you going?			√ (WH)
IM/T37/C.245/Ch.3	I am going to visit a customer	√		
IM/T38/C.246/Ch.3	Do you want me to help you?			√ (Yes/No)
IM/T38/C.247/Ch.3	Jhon is going to help me	√		
IM/T39/C.248/Ch.3	Would you prefer tea or coffee?			√ (Yes/No)
IM/T39/C.249/Ch.3	I will have some coffee please	√		
IM/T40/C.250/Ch.3	Would you like to come to my house for dinner and talk about this?			√ (Yes/No)
IM/T40/C.251/Ch.3	I will bring some cakes	√		

IM/T41/C.252/Ch.3	What are your plans for next week?			√ (WH)
IM/T41/C.253/Ch.3	I am going to fly to New York on business	√		
IM/T41/C.254/Ch.3	Probably on Tuesday	√		
IM/T41/C.255/Ch.3	But I haven't bought any tickets yet	√		
IM/T42/C.256/Ch.3	I've got a headache	√		
IM/T42/C.257/Ch.3	Sit down		√	
IM/T42/C.258/Ch.3	And I will get you an aspirin	√		
IM/T43/C.259/Ch.3	We need some more ink for the printer	√		
IM/T43/C.260/Ch.3	I will go to the shop and get some	√		
IM/T44/C.261/Ch.3	I have no idea	√		
IM/T45/C.262/Ch.3	Why did you take my pencil?			√ (WH)
IM/T45/C.263/Ch.3	I am going to write a letter	√		
IM/T46/C.264/Ch.3	Look		√	
IM/T46/C.265/Ch.3	There is smoke coming out of the photocopier	√		
IM/T46/C.266/Ch.3	You turn it off	√		
IM/T46/C.267/Ch.3	And I will phone the safety officer	√		
IM/T47/C.268/Ch.4	What picture are you holding?			√ (WH)
IM/T47/C.269/Ch.4	It is my picture when I was in Raja Ampat	√		
IM/T47/C.270/Ch.4	When did you go there?			√ (WH)
IM/T47/C.271/Ch.4	I went there with my family last school vacation	√		

IM/T47/C.272/Ch.4	It's cool	√		
IM/T47/C.273/Ch.4	How do you get there?			√ (WH)
IM/T47/C.274/Ch.4	What's next?			√ (WH)
IM/T47/C.275/Ch.4	Next, we can use slow boat or express one to Waisai	√		
IM/T47/C.276/Ch.4	Waisai is on the island of Waigeo	√		
IM/T47/C.277/Ch.4	Waigeo, the capital of Raja Ampat	√		
IM/T47/C.278/Ch.4	How long is it from the harbor to Waisai?			√ (WH)
IM/T47/C.279/Ch.4	If you take the express boat, it will take you about two hours	√		
IM/T47/C.280/Ch.4	But if you take the slow one it's about four hours	√		
IM/T47/C.281/Ch.4	It is cheaper of course	√		
IM/T47/C.282/Ch.4	But you have to learn the timetable as there are not many boats available	√		
IM/T47/C.283/Ch.4	Are there any hotel available?			√ (Yes/No)
IM/T47/C.284/Ch.4	You can find not only hotels but also some resorts or homestays	√		
IM/T47/C.285/Ch.4	Thank you for your valuable information	√		
IM/T47/C.286/Ch.4	But when are you going there?			√ (WH)

IM/T48/C.287/Ch.4	Just asking	√		
IM/T48/C.288/Ch.4	How was your holiday?			√ (WH)
IM/T48/C.289/Ch.4	It was great	√		
IM/T48/C.290/Ch.4	I went to Fantasy World	√		
IM/T48/C.291/Ch.4	It's an amusement park in Jakarta	√		
IM/T48/C.292/Ch.4	The park is divided into thematic areas such as Jakarta, Africa, Indonesia, Europe, America and Asia	√		
IM/T48/C.293/Ch.4	That sounds good	√		
IM/T48/C.294/Ch.4	I've never been there	√		
IM/T48/C.295/Ch.4	Is it fun?			√ (Yes/No)
IM/T48/C.296/Ch.4	There are a lot of attractions there	√		
IM/T48/C.297/Ch.4	The most thrilling is Tornado	√		
IM/T48/C.298/Ch.4	It spins our body like Tornado	√		
IM/T48/C.299/Ch.4	The ride will flip you up and down at more than 4 meters above the ground	√		
IM/T48/C.300/Ch.4	Are you kidding?			√ (Yes/No)
IM/T48/C.301/Ch.4	What else?			√ (WH)
IM/T48/C.302/Ch.4	Kora-Kora or a huge swinging boat, hysteria, a speed skyscraper elevator, Kicir-Kicir, a	√		

		towering pool ride and Halilintar			
	IM/T48/C.303/Ch.4	They are all scary and thrilling	√		
	IM/T48/C.304/Ch.4	What is Halilintar?			√ (WH)
	IM/T48/C.305/Ch.4	It's a roller coaster	√		
	IM/T48/C.306/Ch.4	It sounds really fun	√		
	IM/T48/C.307/Ch.4	I want to go there some time	√		
	IM/T48/C.308/Ch.4	You shouldn't miss it	√		
	IM/T48/C.309/Ch.4	By the way, it's time to get back to class	√		
	IM/T48/C.310/Ch.4	Let's go then		√	
	IM/T49/C.311/Ch.5	I visited Borobudur temple in Jogjakarta with my exchange student friends	√		
	IM/T49/C.312/Ch.5	It's cool	√		
	IM/T49/C.313/Ch.5	It's a huge Buddhist temple	√		
	IM/T49/C.314/Ch.5	It is made from stone constructions	√		
	IM/T49/C.315/Ch.5	It is located in Magelang regency	√		
	IM/T49/C.316/Ch.5	How did you get to the temple?			√ (WH)
	IM/T49/C.317/Ch.5	We got there by car	√		
	IM/T49/C.318/Ch.5	It took us about one an half hour from the hotel	√		
	IM/T49/C.319/Ch.5	Are there many tourists visiting that place?			√ (Yes/No)
	IM/T49/C.320/Ch.5	There are many domestic groups and foreign	√		

		touristss as well			
	IM/T49/C.321/Ch.5	What do you learn from it?			√ (WH)
	IM/T49/C.322/Ch.5	I realize that our ancestors had brilliant architectures and designs	√		
	IM/T49/C.323/Ch.5	I couldn't imagine how they moved and erected big stones without a crane and technology	√		
	IM/T49/C.324/Ch.5	I think so	√		
	IM/T49/C.325/Ch.5	It's so amazing	√		
	IM/T49/C.326/Ch.5	We have to be proud of being Indonesian	√		
	IM/T50/C.327/Ch.5	How about going to the National Monument in Jakarta?			√ (WH)
	IM/T50/C.328/Ch.5	I hear that it is a 132 m tower in the center of Merdeka Square Central Jakarta	√		
	IM/T50/C.329/Ch.5	You are right	√		
	IM/T50/C.330/Ch.5	It symbolizes the fight for Indonesia	√		
	IM/T50/C.331/Ch.5	I like history	√		
	IM/T50/C.332/Ch.5	There are many sections such as the top yard, The Independence Room, The National History Museum and the park area	√		
	IM/T50/C.333/Ch.5	You can read the script of Indonesian	√		

		Independence and listen to Soekarno's voice when he was reading the script			
	IM/T50/C.334/Ch.5	It's amazing	√		
	IM/T50/C.335/Ch.5	I would like to see Jakarta from the height	√		
	IM/T50/C.336/Ch.5	You can reach the top by the available elevator	√		
	IM/T50/C.337/Ch.5	From there you can enjoy the view of Jakarta and feel the blowing air	√		
	IM/T50/C.338/Ch.5	How about the park area?			√ (WH)
	IM/T50/C.339/Ch.5	It surrounds the monument and is organized nicely	√		
	IM/T50/C.340/Ch.5	There are several kinds of plants from various regions of Indonesia	√		
	IM/T50/C.341/Ch.5	And also a pool with fountain and the statue of Prince Diponegoro riding a horse which was made of 8 ton of bronze in the park	√		
	IM/T50/C.342/Ch.5	It must be so fun	√		
	IM/T50/C.343/Ch.5	I can't wait	√		
	IM/T51/C.344/Ch.5	Is something wrong?			√ (Yes/No)
	IM/T51/C.345/Ch.5	You don't look so happy	√		
	IM/T51/C.346/Ch.5	I lost my phone on my way to school this	√		

		morning			
	IM/T51/C.347/Ch.5	That's awful	√		
	IM/T51/C.348/Ch.5	How did that happen?			√ (WH)
	IM/T51/C.349/Ch.5	I don't know	√		
	IM/T51/C.350/Ch.5	I didn't realize that it had gone until I got here	√		
	IM/T51/C.351/Ch.5	What an unfortunate event	√		
	IM/T52/C.352/Ch.5	Sherly, what a nice dress	√		
	IM/T52/C.353/Ch.5	You look stunning	√		
	IM/T52/C.354/Ch.5	I'm not sure about that	√		
	IM/T53/C.355/Ch.5	Sara, did you have your haircut?			√ (Yes/No)
	IM/T53/C.356/Ch.5	Well it suits you	√		
	IM/T53/C.357/Ch.5	You look good with that haircut	√		
	IM/T53/C.358/Ch.5	I really appreciate it	√		
	IM/T53/C.359/Ch.5	No one noticed my new haircut except you	√		
	IM/T54/C.360/Ch.5	I heard your speech	√		
	IM/T54/C.361/Ch.5	That was so inspiring	√		
	IM/T54/C.362/Ch.5	Your topic about humanism was very touching	√		
	IM/T54/C.363/Ch.5	And you handled it well	√		
	IM/T54/C.364/Ch.5	Frankly speaking	√		
	IM/T54/C.365/Ch.5	I was very nervous	√		

IM/T55/C.366/Ch.5	Wina I saw you on the debate competition yesterday	√		
IM/T55/C.367/Ch.5	That was a headed debate	√		
IM/T55/C.368/Ch.5	Congratulation for your winning	√		
IM/T55/C.369/Ch.5	What an amazing victory	√		
IM/T55/C.370/Ch.5	It was actually a team effort	√		
IM/T55/C.371/Ch.5	Our debate team has a really good skill and talent	√		
IM/T56/C.372/Ch.5	Honey come here		√	
IM/T56/C.373/Ch.5	I bought you a new pair of shoes	√		
IM/T56/C.374/Ch.5	They are so beautiful	√		
IM/T56/C.375/Ch.5	I love them	√		
IM/T56/C.376/Ch.5	Do you really like them?			√ (Yes/No)
IM/T56/C.377/Ch.5	Of course I do	√		
IM/T56/C.378/Ch.5	Listen		√	
IM/T56/C.379/Ch.5	I have to go to Rome for business next week	√		
IM/T56/C.380/Ch.5	So, I wouldn't be here to celebrate your birthday	√		
IM/T56/C.381/Ch.5	How long will you be there?			√ (WH)
IM/T56/C.382/Ch.5	I'll stay there for 5 days	√		
IM/T56/C.383/Ch.5	That's too bad	√		

IM/T56/C.384/Ch.5	But I promise you to bring something from Rome	√		
IM/T56/C.385/Ch.5	What do you want?			√ (WH)
IM/T56/C.386/Ch.5	A doll?			√ (Yes/No)
IM/T56/C.387/Ch.5	A dress?			√ (Yes/No)
IM/T56/C.388/Ch.5	You don't have to buy me anything	√		
IM/T56/C.389/Ch.5	Just come home safely		√	
IM/T56/C.390/Ch.5	I will dear	√		
IM/T56/C.391/Ch.5	Why don't you try your new dress?			√ (WH)
IM/T56/C.392/Ch.5	See if it fits		√	
IM/T56/C.393/Ch.5	Look at you		√	
IM/T56/C.394/Ch.5	It looks good on you	√		
IM/T57/C.395/Ch.5	I went to Paris	√		
IM/T57/C.396/Ch.5	The weather was so nice	√		
IM/T58/C.397/Ch.5	Sifa, what did you do yesterday?			√ (WH)
IM/T58/C.398/Ch.5	I just stayed home	√		
IM/T58/C.399/Ch.5	It was raining yesterday	√		
IM/T58/C.400/Ch.5	The rain was so heavy	√		
The Total of Mood Types/ Elements: 400 clauses from 5 chapters and 58 texts		Total of Declarative: 298	Total of Imperative: 8	Total of Interrogative:

94
Total of Interrogative (WH): 53
Total of Interrogative (Yes/No): 41

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APPENDIX 3

The Form of Data Sheet Checklist of Residue Elements Analysis Realized in the Texts in the English Textbook

Residue Elements

Note:

IM: Interpersonal Meaning
T1: Text 1
C1: Clause 1
Ch: Chapter
S: Subject
F: Finite

P: Predicator
Comp.: Complement
Adj.: Adjunk
Dec.: Declarative
Imp.: Imperative
Int.: Interrogative

No	Code	Clause	Residue Elements Analysis							
			S	F or Modal	P	Comp.	Adj.	Dec.	Imp.	Int.
	IM/T1/C.1/Ch.1	Hello, I'm Andy	I	'm (am)		Andy		√		
	IM/T1/C.2/Ch.1	Hello, I'm Brian	I	'm (am)		Brian		√		
	IM/T1/C.3/Ch.1	Are you okay?		Are		(you) okay?				√ (Yes/ No)
	IM/T1/C.4/Ch.1	I am a little bit tired	I	Am		A little		√		

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					bit tired				
	IM/T1/C.9/Ch.1	What's wrong?		(What)'s (is)	Wrong?				√ (WH)
	IM/T1/C.9/Ch.1	I couldn't sleep well last night	I	Couldn't	sleep	Well	Last night (time)	√	
	IM/T1/C.9/Ch.1	I'm sorry to hear that	I	'm (am)		Sorry to hear that		√	
	IM/T1/C.9/Ch.1	What went wrong?		(what)	went	Wrong?			√ (WH)
	IM/T1/C.9/Ch.1	I think I had a jet lag from my flight	(I think) I		Had	A jet lag		√	
	IM/T1/C.10/Ch.1	Where did you fly from?		(where) did	(you) fly from?		from my flight		√ (WH)
	IM/T1/C.10/Ch.1	I came from Japan last night	I		came		From Japan last night (location, time)	√	
	IM/T1/C.10/Ch.1	That's far	That	's		Far		√	
	IM/T1/C.10/Ch.1	Was it a long flight?		(was) it		A long flight?			√ (Yes/No)

IM/T2/C.14/Ch.1	Just a few hours	(it)			Just a few hours		√		
IM/T2/C.15/Ch.1	Hope you get better soon	(I)		Hope	(You get) better	Soon (time)	√		
IM/T2/C.16/Ch.1	I need some fresh air	I		Need	Some fresh air		√		
IM/T2/C.17/Ch.1	Excuse me for a while	(I)		Excuse	Me		√		
IM/T2/C.18/Ch.1	Glad to meet you	(I)		glad	To meet you		√		
IM/T2/C.19/Ch.1	Sure, Glad to meet you too	(sure, I)		glad	To meet you, too		√		
IM/T2/C.20/Ch.1	Hello, I'm Monica Sanzes	Hello, I	Am	Monica Sanzes			√		
IM/T2/C.21/Ch.1	Hi! My name is Jennifer Lopez	Hi, My name	Is	Jennifer Lopez			√		
IM/T2/C.22/Ch.1	But, please call me Jeni	But,		Please, call	Me Jeni			√	
IM/T2/C.23/Ch.1	Nice to meet you, Jeni	(I)	(am)	To meet	Nice you, Jeni		√		

IM/T2/C.24/h.1	Just call me, Monic			Just Call	Me, Monic		√	
IM/T2/C.25/h.1	What's your last name again?		(what)'s		Your last name again?			√ (WH)
IM/T2/C.26/h.1	It's Sanzes	it	's		Sanzes	√		
IM/T2/C.27/h.1	Where are you from?		(where) are		You from			√ (WH)
IM/T2/C.28/h.1	I'm from Mexico city	I	'm		From Mexico city	√		
IM/T2/C.29/h.1	I see	I		See		√		
IM/T2/C.30/h.1	So you are a mexican, aren't you?	(so) You	Are (aren't you?)		A Mexican			√
IM/T2/C.31/h.1	And what are you doing here?		(And what) are (you)	doing	Here?			√ (WH)
IM/T2/C.32/h.1	I'm attending the summer camp	I	'm	attending	The summer	√		

					camp				
	IM/T2/C.33/Ch.1	How about you?		(how) (is)	About you?				√ (WH)
	IM/T2/C.34/Ch.1	I'm from Forthworth	I	'm	From Forthworth		√		
	IM/T2/C.35/Ch.1	I am American	I	am	American		√		
	IM/T2/C.36/Ch.1	Are you attending the summer camp too?		Are (you)	attending The summer camp too?				√ (Yes/No)
	IM/T2/C.37/Ch.1	Well, nice to meet you, Jeni	Well (I)	(am)	Nice to meet you Jeni		√		
	IM/T2/C.38/Ch.1	Nice to meet you too, Monic	(I)	(am)	Nice to meet you too, Monic		√		
	IM/T3/C.39/Ch.1	How are you?		(how) are	You?				√ (WH)

IM/T3/C.40/Ch.1	My name is Jhon	My name	is	Jhon,	√		
IM/T3/C.41/Ch.1	I'm 15 years old	I	'm	15 years old	√		
IM/T3/C.42/Ch.1	Bye, have a nice day	Bye(You)	have	A nice day	√		
IM/T3/C.43/Ch.1	I'm fine	I	'm	Fine	√		
IM/T3/C.44/Ch.1	What's your name?		(what)'s	Your name?			√ (WH)
IM/T3/C.45/Ch.1	I'm 16	I	'm	16	√		
IM/T3/C.46/Ch.1	Where do you come from?		(where) do (you)	From?			√ (WH)
IM/T3/C.47/Ch.1	I come from Denpasar	I	come	From Denpasar	√		
IM/T3/C.48/Ch.1	Sorry I am late	(sorry) I	am	Late	√		
IM/T3/C.49/Ch.1	My name's Paul	My name	's	Paul	√		

IM/T3/C.50/Ch.1	How old are you?		(How old) are		You?				√ (WH)
IM/T3/C.51/Ch.1	I'm from Bandung	I	'm		From Bandung		√		
IM/T4/C.52/Ch.1	I want to introduce my cousin, Anna	I		want	To introduce my cousin, Anna		√		
IM/T4/C.53/Ch.1	How do you do?		(How) do (you)	Do?					√ (WH)
IM/T4/C.54/Ch.1	What is Roni doing?		(what) is	(Roni) doing?					√ (WH)
IM/T5/C.55/Ch.1	May I introduce myself?		May (I)	introduce	Myself?				√ (Yes/No)
IM/T5/C.56/Ch.1	My name is Anton	My name	is		Anton		√		
IM/T5/C.57/Ch.1	I am a technician of PT General Automotive	I	am		a technician of	Of PT General Automoti	√		

						ve			
	IM/T5/C.58/Ch.1	What can I do for you, sir?		(what) can (I)	Do	For you, sir?			√ (WH)
	IM/T5/C.59/Ch.1	I want to see Mr. Rahmat, the mechanic in the workshop	I	want	To see	Mr. Rahmat, the mechanic	in the workshop	√	
	IM/T5/C.60/Ch.1	Is he in today?		Is (he)		in	Today?		√ (Yes/No)
	IM/T5/C.61/Ch.1	I am sorry, sir	I	AM		Sorry, sir		√	
	IM/T5/C.62/Ch.1	Mr. Rahmat isn't in today	Mr. Rahmat	Isn't		In	Today	√	
	IM/T6/C.63/Ch.1	Nice to see you	(I)		To see	You		√	
	IM/T6/C.64/Ch.1	Nice to see you, too	(I)		To see	You, too		√	
	IM/T6/C.65/Ch.1	I am quite well, thanks	I	Am		Quite well, thanks		√	

IM/T6/C.66/Ch.1	Have you met my friends?		have (you)	met	My friends?				√ (WH)
IM/T6/C.67/Ch.1	This is Nani and Tom	This	is		Nani and Tom		√		
IM/T6/C.68/Ch.1	Please, take a seat			(please) take	A seat			√	
IM/T6/C.69/Ch.1	I'll ask for the menu to the waiters	I	'll	ask	for the menu to the waiters		√		
IM/T6/C.70/Ch.1	I am sorry	I	am		Sorry		√		
IM/T6/C.71/Ch.1	I am in a hurry	I	am		In a hurry		√		
IM/T6/C.72/Ch.1	That's bad	That	's		Bad		√		
IM/T7/C.73/Ch.2	You look so happy today	You		look	So happy	Today	√		
IM/T7/C.74/Ch.2	What's happened?		(what)'s	Happened ?					√ (WH)

IM/T7/C.75/Ch.2	I've just got this pair of shoes	I	've	Just got	This pair of shoes		√		
IM/T7/C.76/Ch.2	They are super cute	They	are		Super cute		√		
IM/T7/C.77/Ch.2	Where did you get them?		(where) did (you)	get	Them?				√ (WH)
IM/T7/C.78/Ch.2	I bought it from my friend	I		bouhgt	It from my riend		√		
IM/T7/C.79/Ch.2	They look so nice on you	They		look	So mice on you		√		
IM/T7/C.80/Ch.2	Is that a new dress?		Is (that)		A new dress?				√ (Yes/No)
IM/T7/C.81/Ch.2	I've never seen you wearing that before.	I	've	(Never) seen	you wearing that	Before	√		
IM/T7/C.82/Ch.2	Actually I bought it two months ago	(actually) I					√		
IM/T7/C.83/Ch.2	I didn't have any reasons to wear it until now	I	Didn't	have	Any reasons to wear it	Until now	√		

IM/T7/C.84/Ch.2	You should wear it more often	You should	wear it	More often	√		
IM/T7/C.85/Ch.2	That dress really suits you	That dress	(really) suits	you	√		
IM/T7/C.86/Ch.2	Do you really think so?		Do (you) (really) think	So?		√ (Yes/No)	
IM/T7/C.87/Ch.2	You know	you	know		√		
IM/T7/C.88/Ch.2	I think my shoes and your dress are perfect match	I	think	my shoes and your dress are perfect match	√		
IM/T7/C.89/Ch.2	What do you think?		(what) do (you)	Think?		√ (WH)	
IM/T7/C.90/Ch.2	You're right	You	're	Right	√		
IM/T7/C.91/Ch.2	I think not only my dress but also skinny jeans are a	I	think	not only my dress but also	√		

		perfect match for your shoes				skinny jeans are a perfect match for your shoes				
	IM/T7/C.92/Ch.2	That's a very lovely pair of shoes for sure	That	's		A very lovely pair of shoes for sure		√		
	IM/T8/C.93/Ch.2	I cannot believe it was you	I	cannot	believe	it was you		√		
	IM/T8/C.94/Ch.2	Thank you for coming	(I)		thank	You for coming		√		
	IM/T8/C.95/Ch.2	I'm good	I	'm		good		√		
	IM/T8/C.96/Ch.2	That was a magnificent	That	was		a magnifice		√		

		performance				nt performan ce				
	IM/T8/C.97/Ch.2	The way you played the piano	The way (you)		played	(the way) of The piano	√			
	IM/T8/C.98/Ch.2	The way you sang was marvelous	The way (you)		sang	(it) was marvelous	√			
	IM/T8/C.99/Ch.2	Do you think so?		Do (you)	think	So?			√	(Yes/No)
	IM/T8/C.100/Ch.2	Do you like it?		Do (you)	like	It?			√	(Yes/No)
	IM/T8/C.101/Ch.2	You played the piano beautifully.	you		played	The piano Beautifully	√			
	IM/T8/C.102/Ch.2	And you sang too	And you		sang	Too	√			
	IM/T8/C.103/Ch.2	Your voice was endearing	Your voice	was	Endearing		√			
	IM/T8/C.104/Ch.2	Everyone was in awe	everyone	was		In awe	√			

IM/T87C.1052Ch	That's very kind of you	That	's		Very kind o you		√		
IM/T87C.1062Ch	You are in the spotlight	You	Are		In the spotlight		√		
IM/T87C.1072Ch	Look at yourself			Look	At yoursel		√		
IM/T87C.1082Ch	How lovely you are in that dress	(how lovely) you	are		In that dress		√		
IM/T87C.1092Ch	Can I have your number ?		Can (I)	have	Your number?			√	(Yes/No)
IM/T87C.1102Ch	I lost my old cellphone two years ago	I		lost	my old cellphone	two years ago	√		
IM/T87C.1112Ch	It's 76234096	It	's		76234096		√		
IM/T87C.1122Ch	By the way, do you live in the neighborhood here?		(By the way), do (you)	live		in the neighborh ood here?		√	(Yes/No)
IM/T87C.1132Ch	My house's in the	My house	's		In the		√		

		next block				next block				
	IM/T8/C.114/Ch.2	Visit me sometimes			Visit (me)		Sometime	√		
	IM/T8/C.115/Ch.2	It will be nice to catch up on life with you	It	Will be		nice to catch up on life with you		√		
	IM/T8/C.116/Ch.2	By the way, I should go now	(by the way) I	should	go		Now	√		
	IM/T8/C.117/Ch.2	You are really the star	you	are		really the star		√		
	IM/T9/C.118/Ch.2	That's a nice leather jacket	That	's		a nice leather jacket		√		
	IM/T9/C.119/Ch.2	Do you like it, Akbar?		Do (you)	like	It, Akbar?			√	(Yes/No)
	IM/T9/C.120/Ch.2	It is very nice	It	is		Very nice		√		
	IM/T9/C.121/Ch.2	Where did you get it?		(where) did	get	It?				√ (WH)

			(you)						
	IM/T9/C.122/Ch.2	I bought it at the Factory Outlet, on Martadinata Street	I		bought	it	at the Factory Outlet, on Martadinata Street	√	
	IM/T9/C.123/Ch.2	How much was it?		(how much)		It?			√ (WH)
	IM/T9/C.124/Ch.2	It's affordable	It	's				√	
	IM/T9/C.125/Ch.2	But it has good quality	But it		Has	Good quality		√	
	IM/T9/C.126/Ch.2	It looks good			looks			√	
	IM/T9/C.127/Ch.2	I know	I		Know			√	
	IM/T10/C.128/Ch.2	What do you think of my jacket?		(what) do (you)	think	Of my jacket?			√ (WH)
	IM/T10/C.129/Ch.2	Does it suit me?		Does (it)	suit	Me?			√ (Yes/No)

	IM/T10/C.136/C.136	What does the man probably answer?		(what) does (the man) probably	Answer?					√ (WH)
	IM/T11/C.131/Ch.2	You look very fresh today, Neil	You		look	Very fresh	Today, Neil	√		
	IM/T11/C.397/C.397	Oh Anna, I love your dress	Oh Anna, I		Love	Your dress		√		
	IM/T12/C.133/Ch.2	It's a cheap one	It	's		Cheap one		√		
	IM/T13/C.134/Ch.2	Well done on getting that contract	(I)		(do)	Well done on getting that contract		√		
	IM/T13/C.135/C.135	But it wasn't all my work	But it	Wasn't		all my work		√		
	IM/T13/C.136/C.136	You look very swish, Lizzy	you		look	Very swish, Lizzy		√		
	IM/T13/C.137/C.137	I hope can say it to you	I		hope	I can say it to you		√		

IM/T14/C.138/ Ch.2	The cake is very tasty	The cake	is		Very tasty		√		
IM/T15/C.139/ Ch.2	Mom, I want you to make it again for me	Mom, I		want	you to make it again for me		√		
IM/T16/C.140/ Ch.2	May I see your paintings?		May (I)	see	your paintings?			√	(Yes/No)
IM/T17/C.141/ Ch.2	This is wonderful	This	is		wonderful		√		
IM/T18/C.142/ Ch.2	You are so beautiful tonight	You	are		So beautiful	tonight	√		
IM/T19/C.143/ Ch.2	The dress is perfect for you, Miss	The dress	is		perfect for you, Miss		√		
IM/T20/C.144/ Ch.2	I would buy this dress again	I	would	buy	this dress again		√		
IM/T21/C.145/ Ch.2	Manager, Is there something wrong with my work?	Manager,	Is (there)		something wrong with my			√	(Yes/No)

						work?				
	IM/T19/C.146/C.2	None	None	(is)		(wrong with your work)		√		
	IM/T19/C.147/C.2	You do it well	You		Do	It well		√		
	IM/T19/C.148/C.2	You're welcome	You	're		Welcome		√		
	IM/T20/C.149/C.2	Thank you for coming to my birthday party	(I)		Thank you	for coming to my birthday party		√		
	IM/T20/C.150/C.2	Your party is interesting	Your party	Is				√		
	IM/T20/C.151/C.2	I like this	I		like	This		√		
	IM/T20/C.152/C.2	Please enjoy it			Please enjoy	It			√	
	IM/T21/C.153/C.2	Come in			Come in				√	

	Ch.2								
	IM/T21/C.154/C.154	I'd like you to take a look at my hotel	I	'd	like	you to take a look	at my hotel	√	
	IM/T21/C.155/C.155	What a very nice interior design	(it)	(is)		(What) a very nice interior design		√	
	IM/T21/C.156/C.156	I love it	I		Love	it		√	
	IM/T21/C.157/C.157	Thank you very much	(I)		Thank	you very much		√	
	IM/T22/C.158/Ch.2	Your voice is very sweet	Your voice Your voice	is		Very sweet		√	
	IM/T21/C.159/C.159	Can you sing for me again?		Can (you)	sing	for me again?			√ (Yes/No)
	IM/T22/C.160/C.160	Sure, I'll sing for you	Sure, I	'll	sing	For you		√	

IM/T23/C.161/ Ch.2	Your bag is beautiful	Your bag	is		beautiful		√		
IM/T23/C.162/ Ch.2	Where did you buy it?		(Where) did (you)	buy	It?				√ (WH)
IM/T23/C.163/ Ch.2	I bought it in the Sierra shop	I		bought	it	In the Sierra shop	√		
IM/T24/C.164/ Ch.2	Your handicraft is so good	Your handicraft	is		So good		√		
IM/T24/C.165/ Ch.2	Can you show me how to make it?		Can (you)	Show	Me how to make it?				√ (Yes/No)
IM/T25/C.166/ Ch.2	I like your shirt, Mark	I		like	your shirt, Mark		√		
IM/T25/C.167/ Ch.2	My girl made it for me	My girl		Made	it for me		√		
IM/T26/C.168/ Ch.2	Your speech is inspiring	Your speech	Is	Inspiring			√		
IM/T26/C.169/ Ch.2	Your performance is not so bad	Your performan	Is not		So bad		√		

			ce						
	IM/T27/C.170/ Ch.2	I like your wallet	I		like	Your wallet	√		
	IM/T27/C.171/C.2	It is very lovely	It	Is		Very lovely	√		
	IM/T27/C.172/C.2	It is homemade.	It	Is		Homemad e	√		
	IM/T27/C.173/C.2	My aunt made it	My aunt		made	It	√		
	IM/T28/C.174/ Ch.2	Brian, you look dashing today	Brian, you		look	Dashing	today	√	
	IM/T28/C.175/C.2	How much money do you want?		(how much money) do (you)	Want?				√ (WH)
	IM/T28/C.176/C.2	Is Rp3000 enough?		is		Rp3000 enough?			√ (Yes/No)
	IM/T29/C.177/ Ch.2	Dude, what an expensive cell phone you have	Dude (it)	(is)		(what) an expensive cell phone you have	√		

IM/T29/C.178/C.1.2	Not as expensive as your motorcycle	(it)	(is) not		as expensive as your motorcycle	√		
IM/T30/C.179/C.1.3	You look so serious	you		look	So serious	√		
IM/T30/C.180/C.1.3	What's the matter?		(what)'s		The matter?			√ (WH)
IM/T30/C.181/C.1.3	I'm just thinking about the next final project	I	'm	Just thinking	about the next final project	√		
IM/T30/C.182/C.1.3	I think that all of our group members should get together	I		think	that all of our group members should get together	√		
IM/T30/C.183/C.1.3	all of our group members should talk about get together					√		

	IM/T30/C.188/C.189/C.190	That sounds great	that		sounds	great		√		
	IM/T30/C.188/C.189/C.190	this Saturday	(it)	(is)		This saturday		√		
	IM/T30/C.188/C.189/C.190	There is no class, is it?		(is it)		(There is) no class				√ (Yes/No)
	IM/T30/C.188/C.189/C.190	No, there isn't	No there	Isn't		(class)		√		
	IM/T30/C.188/C.189/C.190	Can you invite them?		Can (you)	Invite	Them?				√ (Yes/No)
	IM/T30/C.188/C.189/C.190	I think I will text them	I		think	I will text them		√		
	IM/T30/C.188/C.189/C.190	We are going to get together on satudray, at nine in the morning at my house	We	Are going to	get	together on satudray, at nine in the morning at my house		√		
	IM/T30/C.188/C.189/C.190	Do you agree?		Do (you)	Agree?					√

									(Yes/No)
	IM/T30/C.192/C.193	I agree with you	I		Agree	With you		√	
	IM/T31/C.193/C.194	Do you have any plans for the next school holiday?		Do (you)	have	Plans	for the next school holiday?		√ (Yes/No)
	IM/T30/C.192/C.193	I haven't got any ideas yet	I	Haven't	got	Any ideas	yet	√	
	IM/T31/C.195/C.196	I will stay at home	I	Will	stay		At home	√	
	IM/T31/C.196/C.197	I will learn how to cook with my aunty	I	Will	learn	how to cook with my aunty		√	
	IM/T31/C.197/C.198	Sounds interesting	(it)		sounds	Interestin g		√	
	IM/T30/C.198/C.199	By the way, there is going to be an exchange student program to the UK	By the way, there	Is going	tobe	an exchange student program	To the UK	√	

IM/T31/C.199/C.3	Are you willing to join?		Are (you)	willing	To join?		√	(Yes/No)
IM/T31/C.200/C.3	Are you sure?		Are (you)		Sure?		√	(Yes/No)
IM/T31/C.201/C.3	I am interested in it	I	Am	Interested	In it	√		
IM/T31/C.202/C.3	When is it going to be?		(when) is (it)	Going to be?			√	(Yes/No)
IM/T31/C.203/C.3	It is going to be held in June	It	Is going to	Be held		In June	√	
IM/T31/C.204/C.3	I will consider joining it	I	Will				√	
IM/T31/C.205/C.3	But I have to tell my parents first	But I	Have to	tell	my parents first		√	
IM/T31/C.206/C.3	I hope you get the permission from your Dad and Mom	I		hope	you get the permission from your Dad		√	

					and Mom				
	IM/T31/C.207/C.3	I hope so	I		hope	So	√		
	IM/T32/C.208/C.3	I'm thinking about somewhere which is not too far	I	'm	thinking	about somewhere which is not too far	√		
	IM/T31/C.209/C.3	But not too costly as well	But (it)	(is) not		Too costly as well	√		
	IM/T32/C.210/C.3	That's great	That	's		great	√		
	IM/T32/C.211/C.3	It is what I am thinking about	It	is		what I am thinking about	√		
	IM/T32/C.212/C.3	I prefer going to beach	I		prefer	going to beachis	√		
	IM/T32/C.213/C.3	How about going to the closest beach?		(how about) (is)	Going to	the closest beach?			√ (WH)

IM/T32/C.219/C.3	We can swim and play at the beach	We	can	Swim and play	At the beach	√		
IM/T32/C.219/C.3	I am with you	I	am	With you		√		
IM/T32/C.219/C.3	Do you have any plans for our holiday?		do (you)	have	any plans for our holiday?			√ (Yes/No)
IM/T32/C.219/C.3	Deal	(it)	(is)	Deal		√		
IM/T32/C.219/C.3	We will go to the nearest beach next holiday	We	will	go	to the nearest beach next holiday	√		
IM/T32/C.219/C.3	So, where will we go next holiday?	So,	(where) will (we)	go	next holiday?			√ (WH)
IM/T32/C.220/C.3	You can choose whether we go to the beach or the mountain	you	can	choose	whether we go to the beach or the	√		

					mountain				
	IM/T33/C.224/Ch.2	Hello, Ahmad, what are you going to do this weekend?		(Hello, Ahmad, what) are (you) Going to	do		This weekend?		√ (WH)
	IM/T33/C.222/C.3	I am going to visit my grandpa in Batu, Malang	I	Am going to	visit	My grandpa	in Batu, Malang	√	
	IM/T33/C.225/C.3	Well I still do not have any plans for the weekend	Well, I	Still do not	have	any plans	for the weekend	√	
	IM/T33/C.225/C.3	Why don't you go somewhere?		(why) don't (you)	go		Somewhere?		√ (WH)
	IM/T33/C.225/C.3	Such as a museum?		(is) (it)		as a museum?			√ (Yes/No)
	IM/T33/C.226/C.3	That is a good idea	That	is		A good idea		√	
	IM/T33/C.227/C.3	But I have to do my homework	But I	Have to	do	My homework		√	

IM/T33/C.228/C.3	No, I haven't	No, I	Haven't				√		
IM/T33/C.229/C.3	I'm going to do it this	I	'm going to	do	It this		√		
IM/T33/C.230/C.3	Well, can we do it together?		Well, can (we)	do	It together?			√	(Yes/No)
IM/T33/C.231/C.3	I will be there at 3	I	Will be		there	At 3	√		
IM/T33/C.232/C.3	Is that okay?		Is (that)		Okay?			√	(Yes/No)
IM/T33/C.233/C.3	Sure, I'll wait	Sure, I	'll	Wait			√		
IM/T34/C.234/Ch.3	Where're you now?		(Where)'re (you)			Now?		√	(WH)
IM/T34/C.235/C.3	I'm still at the office	I	'm			Still at the office	√		
IM/T34/C.236/C.3	I need to see you	I		need	To see you		√		
IM/T34/C.237/C.3	Please, wait for me there!			Please, wait	For me	There!		√	

	IM/T34/C.238/C.239/Ch.3	Where will the woman go?		(Where) will (the woman)	Go?					√ (WH)
	IM/T35/C.239/Ch.3	I haven't got my phone	I	Haven't	got	My phone		√		
	IM/T35/C.240/C.241/Ch.3	That's ok	that	's		Ok		√		
	IM/T35/C.241/C.242/Ch.3	I'll lend you mine	I	'll	lend	You mine		√		
	IM/T36/C.242/Ch.3	I'm starting university tomorrow	I	'm	starting	university	Tomorrow	√		
	IM/T36/C.243/C.244/Ch.3	What is he going to study?		(What) is (he) going to	Study?					√ (WH)
	IM/T37/C.244/Ch.3	Where are you going?		(Where) are (you)	Going?					√ (WH)
	IM/T37/C.245/C.246/Ch.3	I am going to visit a customer	I	Am going to	visit	A customer		√		
	IM/T38/C.246/Ch.3	Do you want me to help you?		Do (you)	want	Me to help you?				√ (Yes/No)
	IM/T38/C.247/C.248/Ch.3	Jhon is going to help me	Jhon	Is going to	help	Me		√		

	IM/T39/C.248/Ch.3	Would you prefer tea or coffee?		Would (you)	prefer	Tea or coffe?				√ (Yes/No)
	IM/T39/C.249/Ch.3	I will have some coffee please	I	will	Have	Some coffee please		√		
	IM/T40/C.250/Ch.3	Would you like to come to my house for dinner and talk about this?		Would (you)	Like	to come to my house for dinner and talk about this?				√ (Yes/No)
	IM/T40/C.251/Ch.3	I will bring some cakes	I	will	bring	Some cakes		√		
	IM/T41/C.252/Ch.3	What are your plans for next week?		(what) are		Your plans	For next week?			√ (WH)
	IM/T41/C.253/Ch.3	I am going to fly to New York on business	I	Am going to	fly		to New York on business	√		
	IM/T41/C.254/Ch.3	Probably on Tuesday	(it)	(is) probably			On	√		

						Tuesday			
	IM/T43/C.255/C.3	But I haven't bought any tickets yet	But I	Haven't	bought	Any tickets	yet	√	
	IM/T42/C.256/C.3	I've got a headache	I	've	got	A headache		√	
	IM/T43/C.257/C.3	Sit down			Sit down			√	
	IM/T42/C.258/C.3	And I will get you an aspirin	And I	will	Get	you an aspirin		√	
	IM/T43/C.259/C.3	We need some more ink for the printer	We		Need	some more ink for the printer		√	
	IM/T43/C.260/C.3	I will go to the shop and get some	I	will	Go and get	Some (ink)	To the shop	√	
	IM/T44/C.261/C.3	I have no idea	I		Have	No idea		√	
	IM/T45/C.262/C.3	Why did you take my pencil?		(Why) did (you)	take	my pencil?			√ (WH)
	IM/T45/C.263/C.3	I am going to write a	I	Am going to	write	A letter		√	

		letter							
	IM/T46/C.264/Ch.4	Look			Look			√	
	IM/T46/C.266/Ch.4	There is smoke coming out of the photocopier	There	is		smoke coming out of the photocopier		√	
	IM/T46/C.266/Ch.4	You turn it off	You		Turn off	it		√	
	IM/T46/C.267/Ch.4	And I will phone the safety officer	And I	Will	phone	the safety officer		√	
	IM/T47/C.268/Ch.4	What picture are you holding?		(What picture) are (you)	Holding?				√ (WH)
	IM/T47/C.269/Ch.4	It is my picture when I was in Raja Ampat	It	Is	my picture	when I was in Raja Ampat		√	
	IM/T47/C.270/Ch.4	When did you go there?		(When) did (you)	go	There?			√ (WH)

IM/T47/C.277/C.4	I went there with my family last school vacation	I		went	With my family	last school vacation	√		
IM/T47/C.277/C.4	It's cool	It	's		cool		√		
IM/T47/C.277/C.4	How do you get there?		(How) do (you)	get		There?			√ (WH)
IM/T47/C.277/C.4	What's next?		(what)'s		Next?				√ (WH)
IM/T47/C.277/C.4	Next, we can use slow boat or express one to Waisai	Next, we	can	use	slow boat or express one	to Waisai	√		
IM/T47/C.277/C.4	Waisai is on the island of Waigeo	Waisai	is			on the island of Waigeo	√		
IM/T47/C.277/C.4	Waigeo, the capital of Raja Ampat	Waigeo	(is)		the capital of Raja Ampat		√		
IM/T47/C.277/C.4	How long is it from the harbor to Waisai?		(How long) is (it)			from the harbor to			√ (WH)

						Waisai?			
	IM/T47/C.279/C.4	If you take the express boat, it will take you about two hours	If you		take	the express boat, it will take you about two hours	√		
	IM/T47/C.280/C.4	But if you take the slow one it's about four hours	But if you		take	the slow one it's about four hours	√		
	IM/T47/C.281/C.4	It is cheaper of course	It	Is		cheaper of course	√		
	IM/T47/C.282/C.4	But you have to learn the timetable as there are not many boats available	But you	have to	learn	the timetable as there are not many boats available	√		

	IM/T47/C.286/C.4	Are there any hotel available?		Are (there)		any hotel available?				√ (Yes/No)
	IM/T47/C.286/C.4	You can find not only hotels but also some resorts or homestays	you	Can	find	not only hotels but also some resorts or homestays		√		
	IM/T47/C.286/C.4	Thank you for your valuable information	(I)		thank	you for your valuable information		√		
	IM/T47/C.286/C.4	But when are you going there?		(But when) are (you)	going	There?				√ (WH)
	IM/T47/C.287/C.4	Just asking	(I)	(am)	Just asking			√		
	IM/T48/C.288/Ch.4	How was your holiday?		(How) was		Your Holiday?				√ (WH)
	IM/T48/C.289/C.4	It was great	It	was		great		√		

	IM/T48/C.296/C.4	I went to Fantasy World	I		went	To fantasy World	√		
	IM/T48/C.296/C.4	It's an amusement park in Jakarta	It	's		an amuseme nt park	√		
	IM/T48/C.296/C.4	The park is divided into thematic areas such as Jakarta, Africa, Indonesia, Europe, America and Asia	The park	is	divided	into thematic areas such as Jakarta, Africa, Indonesia, Europe, America and Asia	√		
	IM/T48/C.296/C.4	That sounds good	That		sounds	Good	√		
	IM/T48/C.296/C.4	I've never been there	I	've		Never been	√		

	IM/T48/C.296/C.4	Is it fun?		Is (it)		Fun?				√ (Yes/No)
	IM/T48/C.296/C.4	There are a lot of attractions there	there	are		A lot of attraction	There	√		
	IM/T48/C.297/C.4	The most thrilling is Tornado	The most thrilling	is		Tomado		√		
	IM/T48/C.298/C.4	It spins our body like Tornado	It		spins	our body like Tornado		√		
	IM/T48/C.299/C.4	The ride will flip you up and down at more than 4 meters above the ground	The ride	will	flip	you up and down at more than 4 meters above the ground		√		
	IM/T48/C.300/C.4	Are you kidding?		Are (you)	Kidding?					√ (Yes/No)
	IM/T48/C.301/C.4	What else?								√ (WH)

IM/T48/C.303/C.4	Kora-Kora or a huge swinging boat, hysteria, a speed skyscraper elevator, Kicir-Kicir, a towering spool ride and Halilintar	(they)	(are)		Kora-Kora or a huge swinging boat, hysteria, a speed skyscraper elevator, Kicir-Kicir, a towering spool ride and Halilintar	√		
IM/T48/C.303/C.4	They are all scary and thrilling	they	are		all scary and thrilling	√		
IM/T48/C.303/C.4	What is Halilintar?		(what) is		Halilintar			√ (WH)

	IM/T48/C.308/C.4	It's a roller coaster	It	's		a roller coaster		√		
	IM/T48/C.308/C.4	It sounds really fun	It		sounds	Really fun		√		
	IM/T48/C.309/C.4	I want to go there some time	I	Want to	go	there	Some time	√		
	IM/T48/C.308/C.4	You shouldn't miss it	You	Shouldn't	miss	it		√		
	IM/T48/C.309/C.4	By the way, it's time to get back to class	By the way, it	's		time to get back	To class	√		
	IM/T48/C.310/C.4	Let's go then			Let's go		Then		√	
	IM/T49/C.311/Ch.5	I visited Borobudur temple in Jogjakarta with my exchange student friends	I		visited	Borobudur temple	in Jogjakarta (with my exchange student friends)	√		
	IM/T49/C.312/C.5	It's cool	It	's		Cool		√		

IM/T49/C.316/C.5.5	It's a huge Buddhist temple	It	's		a huge Buddhist temple		√		
IM/T49/C.316/C.5.5	It is made from stone constructions	It	is	Made	from stone constructions		√		
IM/T49/C.316/C.5.5	It is located in Magelang regency	It	is	located		in Magelang regency	√		
IM/T49/C.316/C.5.5	How did you get to the temple?		(How) did (you)	get		to the temple?			√ (WH)
IM/T49/C.316/C.5.5	We got there by car	We		got		There by car	√		
IM/T49/C.316/C.5.5	It took us about one an half hour from the hotel	It		took	us about one an half hour	From the hotel	√		
IM/T49/C.316/C.5.5	Are there many tourists visiting that place?		Are (there many tourists)	visiting	that place?				√ (Yes/No)

IM/T49/C.322/C.5	There are many domestic groups and foreign tourists as well	There	are		many domestic groups and foreign tourists as well	√		
IM/T49/C.322/C.5	What do you learn from it?		(What) do (you)	learn	From it?			√ (WH)
IM/T49/C.322/C.5	I realize that our ancestors had brilliant architectures and designs	I		Realize	that our ancestors had brilliant architectures and designs	√		
IM/T49/C.322/C.5	I couldn't imagine how they moved and erected big stones without a crane and	I	Couldn't	imagine	how they moved and erected	√		

		technology				big stones without a crane and technolog y				
	IM/T49/C.324/C.5	I think so	I		think	so		√		
	IM/T49/C.324/C.5	It's so amazing	it	's		So amazing		√		
	IM/T49/C.326/C.5	We have to be proud of being Indoesian	We	Have to	be	Proud of being Indonesia n		√		
	IM/T50/C.327/C.5	How about going to the National Monument in Jakarta?		(How) (is) (about)	goint		to the National Monumen t in Jakarta?			√ (WH)
	IM/T50/C.328/C.5	I hear that it is a 132 m tower in the center	I		hear	that it is a 132 m	in the center of	√		

		of Merdeka Square Central Jakarta				tower	Merdeka Square Central Jakarta			
	IM/T50/C:329/C:5.5	You are right	you	are		Right		√		
	IM/T50/C:330/C:5.5	It symbolizes the fight for Indonesia	it		Symbolizes	the fight for Indonesia		√		
	IM/T50/C:333/C:5.5	I like history	I		like	History		√		
	IM/T50/C:335/C:5.5	There are many sections such as the top yard, The Independence Room, The National History Museum and the park area	there	are		many sections such as the top yard, The Independence Room, The		√		

						National History Museum and the park area				
	IM/T50/C.333/C.5	You can read the script of Indonesian Independence and listen to Soekarno's voice when he was reading the script	you	can	read	the script of Indonesian Independence and listen to Soekarno's voice	when he was reading the script	√		
	IM/T50/C.334/C.5	It's amazing	it	is		Amazing		√		
	IM/T50/C.335/C.5	I would like to see Jakarta from the height	I	would	Like to see	Jakarta	from the height	√		
	IM/T50/C.336/C.5	You can reach the	you	can	reach	The top	by the	√		

		top by the available elevator					available elevator			
	IM/T50/C.338/C.339	From there you can enjoy the view of Jakarta and feel the blowing air	You	can	Enjoy and feel	the view of Jakarta, the blowing air	From there	√		
	IM/T50/C.338/C.339	How about the park area?		(How) (is)		about the park area?				√ (WH)
	IM/T50/C.338/C.339	It surrounds the monument and is organized nicely	It		Surrounds and is organized	the monument	nicely	√		
	IM/T50/C.340/C.341	There are several kinds of plants from various regions of Indonesia	There	are		several kinds of plants	from various regions of Indonesia	√		
	IM/T50/C.341/C.342	And also a pool with fountain and the statue of Prince Diponegoro riding a	And (it)	(is) (also)		a pool with fountain and the		√		

		horse which was made of 8 ton of bronze in the park				statue of Prince Diponegoro riding a horse which was made of 8 ton of bronze in the park				
	IM/T50/C.342/C.5	It must be so fun	It	Must	Be	So fun		√		
	IM/T50/C.343/C.5	I can't wait	I	Can't	wait			√		
	IM/T51/C.344/C.5	Is something wrong?		Is (something)		Wrong?				√ (Yes/No)
	IM/T50/C.345/C.5	You don't look so happy	you	Don't	look	So happy		√		
	IM/T50/C.346/C.5	I lost my phone on	I		lost	My phone	on my	√		

		any way to school this morning					way to school this morning			
	IM/T51/C.347/C.5	That's awful	that	's	Awful		√			
	IM/T51/C.348/C.5	How did that happen?		(How) did (that)	Happen?					√ (WH)
	IM/T51/C.349/C.5	I don't know	I	Don't	Know		√			
	IM/T51/C.350/C.5	I didn't realize that it had gone until I got here	I	Didn't	realize	realize that it had gone	until I got here	√		
	IM/T51/C.351/C.5	What an unfortunate event	(it)	(was)		(What) an unfortunate event		√		
	IM/T52/C.352/C.5	Sherly, what a nice dress	Sherly, (it)	(is)		(what) a nice dress		√		
	IM/T52/C.353/C.5	You look stunning	you		look	Stunning		√		

IM/T52/C.355/C.355/Ch.5	I'm not sure about that	I	'm not		Sure about that	√		
IM/T53/C.355/Ch.5	Sara, did you have your haircut?		Sara, did (you)	have	Yur hair cut?		√	(Yes/No)
IM/T53/C.355/Ch.5	Well it suits you	Well, it		suits	You	√		
IM/T53/C.355/Ch.5	You look good with that haircut	you		look	Good with that haircut	√		
IM/T53/C.355/Ch.5	I really appreciate it	I		Really appreciate	It	√		
IM/T53/C.355/Ch.5	No one noticed my new haircut except you	No one		noticed	my new haircut except you	√		
IM/T54/C.360/Ch.5	I heard your speech	I		Heard	your speech	√		
IM/T54/C.360/Ch.5	That was so inspiring	That			So inspiring	√		
IM/T54/C.360/Ch.5	Your topic about	You topic	was		very	√		

		humanism was very touching	about humanism			touching				
	IM/T54/C.368/C.5.5	And you handled it well	And you		handled	it	Well	√		
	IM/T54/C.364/C.5.5	Frankly speaking	(it)	(is)		Frankly speaking		√		
	IM/T54/C.365/C.5.5	I was very nervous	I	was		very nervous		√		
	IM/T55/C.366/Ch.2	Wina I saw you on the debate competition yesterday	Wina, I		saw	you	on the debate competition on yesterday	√		
	IM/T55/C.367/C.5.5	That was a headed debate	that	was		a headed debate		√		
	IM/T55/C.368/C.5.5	Congratulation for your winning	(I)		(say)	Congratulation for your winning		√		
	IM/T55/C.369/C.5.5	What an amazing	(it)	(was)		(What) an		√		

		victory				amazing victory				
	IM/T55/C.370/C.5	It was actually a team effort	It	was		actually a team effort	√			
	IM/T55/C.372/C.5	Our debate team has a really good skill and talent	Our debate team		has	a really good skill and talent	√			
	IM/T56/C.372/C.5	Honey come here			Honey come		here	√		
	IM/T56/C.373/C.5	I bought you a new pair of shoes	I		Bought a new pair of shoes	y	√			
	IM/T56/C.374/C.5	They are so beautiful	They	are		So beautiful	√			
	IM/T56/C.375/C.5	I love them	I		Love	Them	√			
	IM/T56/C.376/C.5	Do you really like them?		Do you	really like	Them?			√	(Yes/No)
	IM/T56/C.377/C.5	Of course I do	Of course		do		√			

		I							
	IM/T56/C.379/C.5.5	Listen			Listen			√	
	IM/T56/C.379/C.5.5	I have to go to Rome for business next week	I	Have	go		to Rome for business next week	√	
	IM/T56/C.382/C.5.5	So, I wouldn't be here to celebrate your birthday	So, I	Wouldn't	be	to celebrate your birthday	Here	√	
	IM/T56/C.382/C.5.5	How long will you be there?		(How long) will (you)	be		There?		√ (WH)
	IM/T56/C.382/C.5.5	I'll stay there for 5 days	I	'll	stay		There for 5 days	√	
	IM/T56/C.383/C.5.5	That's too bad	That	's		Too bad		√	
	IM/T56/C.384/C.5.5	But I promise you to bring something from Rome	But I		promise	you to bring something	From Rome	√	

IM/T56/C.388/C.5	What do you want?		(What) do (you)	Want?				√ (WH)
IM/T56/C.388/C.5	A doll?		(is) (it)		A doll?			√ (Yes/No)
IM/T56/C.388/C.5	A dress?		(is) (it)		A dress?			√ (Yes/No)
IM/T56/C.388/C.5	You don't have to buy me anything	You	Don't have to	buy	me anything	√		
IM/T56/C.389/C.5	Just come home safely			Just come home		Safely	√	
IM/T56/C.390/C.5	I will dear	I	will		Dear	√		
IM/T56/C.391/C.5	Why don't you try your new dress?		(Why) don't (you)	try	your new dress?			√ (WH)
IM/T56/C.392/C.5	See if it fits			see	if it fits		√	
IM/T56/C.393/C.5	Look at you			look	At you		√	
IM/T56/C.394/C.5	It looks good on you	It		looks	Good on you	√		

	IM/T57/C.395/C	I went to Paris	I		Went	To Paris	√		
	IM/T57/C.396/C	The weather was so nice	The weather	was		So nice	√		
	IM/T58/C.397/C	Sifa, what did you do yesterday?	Sifa,	(what) did (you)	do	Yesterday ?			√ (WH)
	IM/T58/C.398/C	I just stayed home	I		Just stayed	Home	√		
	IM/T58/C.399/C	It was raining yesterday	It	was	raining	Yesterday	√		
	IM/T58/C.400/C	The rain was so heavy	The rain	was		So heavy	√		
The total of clause: 400 clauses The total of text: 58 texts									The total of Int. Yes/No:
							The total of Dec:	The total of Imp:	The total of Int. WH:

APPENDIX 4

The Form of Data Sheet Checklist of Modality Analysis Realized in the Texts in the English Textbook

Modality

Note:

IM: Interpersonal Meaning
T1: Text 1
C1: Clause 1
Ch: Chapter

H: High
M: Medium
L: Low

No	Code	Clause	Order	Modality Types		
				L	M	H
1	IM/T1/C.1/Ch.1	I couldn't sleep well	Subject – Modal – Predicator	√		
2	IM/T1/C.2/ Ch.1	I need some fresh air	Subject – Modal – Predicator			√
3	IM/T4/C.3/ Ch.1	I want to introduce my cousin	Subject – Modal – Predicator	√		
4	IM/T5/C.4/Ch.1	May I introduce myself?	Modal – Subject - Predicator		√	
5	IM/T5/C.5/Ch.1	What can I do for you, sir?	WH – Modal – Subject – Predicator	√		
6	IM/T5/C.6/Ch.1	I want to see Mr. Rahmat	Subject – Modal – Predicator	√		
7	IM/T6/C.7/Ch.1	I'll ask for the menu to the waiters	Subject – Modal – Predicator		√	
8	IM/T7/C.8/Ch.2	You should wear it more often	Subject – Modal – Predicator		√	
9	IM/T8/C.9/Ch.2	I can not believe it was you	Subject – Modal – Predicator	√		
10	IM/T8/C.10/Ch.2	Can I have your number?		√		
11	IM/T8/C.11/Ch.2	I should go now	Subject – Modal – Predicator		√	
12	IM/T11/C.12/Ch.2	What does the man probably answer?	WH – Modal – Subject – Predicator	√		



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

13	IM/T15/C.13/Ch.2	I hope I can say it to you	Subject – Finite, Subject – Modal – Predicator	√		
14	IM/T16/C.14/Ch.2	Mom, I want you to make it again for me	Subject – Modal – Predicator	√		
15	IM/T17/C.15/Ch.2	May I see your painting?	Modal – Subject – Predicator	√		
16	IM/T18/C.16/Ch.2	I would buy this dress again	Subject – Modal – Predicator		√	
17	IM/T21/C.17/Ch.2	I'd like you to take a look at my hotel (WOULD)	Subject – Modal – Predicator		√	
18	IM/T22/C.18/Ch.2	Can you sing for me again?	Modal – Subject – Predicator	√		
19	IM/T24/C.19/Ch.2	Can you show me how to make it?	Modal – Subject – Predicator	√		
20	IM/T30/C.20/Ch.3	All of our group members should get together and talk about it	Subject – Modal – Predicator		√	
21	IM/T30/C.21/Ch.3	I will text them	Subject – Modal – Predicator		√	
22	IM/T30/C.22/Ch.3	Can you invite them?	Modal – Subject – Predicator	√		
23	IM/T30/C.23/Ch.3	We are going to get together on Saturday	Subject – Modal – Predicator		√	
24	IM/T31/C.24/Ch.3	I will stay at home and learn how to cook with my mother	Subject – Modal – Predicator		√	
25	IM/T31/C.25/Ch.3	There is going to be an exchange student program to the UK	Subject – Modal – Predicator		√	
26	IM/T31/C.26/Ch.3	Are you willing to join?	Finite– Subject – Modal – Predicator	√		
27	IM/T31/C.27/Ch.3	When is it going to be?	WH – Modal – Subject – Predicator		√	
28	IM/T31/C.28/Ch.3	It is going to be held in June	Subject – Modal – Predicator		√	
29	IM/T31/C.29/Ch.3	I will consider joining it	Subject – Modal – Predicator		√	
30	IM/T31/C.30/Ch.3	I have to tell my parents first	Subject – Modal – Predicator			√
31	IM/T32/C.31/Ch.3	We can swim and play at the beach	Subject – Modal – Predicator	√		



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

32	IM/T32/C.32/Ch.3	We will go to the nearest beach next holiday	Subject – Modal – Predicate		√	
33	IM/T32/C.33/Ch.3	Where will we go next holiday?	WH – Modal – Subject – Predicate		√	
34	IM/T32/C.34/Ch.3	You can choose	Subject – Modal – Predicate	√		
35	IM/T33/C.35/Ch.3	What are you going to do this weekend?	WH – Modal – Subject – Predicate		√	
36	IM/T33/C.36/Ch.3	I am going to visit my grandpa in Batu, Malang	Subject – Modal – Predicate		√	
37	IM/T33/C.37/Ch.3	I have to do my homework	Subject – Modal – Predicate			√
38	IM/T33/C.38/Ch.3	I am going to do it this evening	Subject – Modal – Predicate		√	
39	IM/T33/C.39/Ch.3	Can we do it together?	Modal – Subject – Predicate	√		
40	IM/T33/C.40/Ch.3	I will be there at 3	Subject – Modal – Predicate		√	
41	IM/T33/C.41/Ch.3	I'll wait	Subject – Modal – Predicate		√	
42	IM/T34/C.42/Ch.3	I need to see you	Subject – Modal – Predicate			√
43	IM/T34/C.43/Ch.3	Where will the woman go?	WH – Modal – Subject – Predicate		√	
44	IM/T35/C.44/Ch.3	I'll lend	Subject – Modal – Predicate		√	
45	IM/T36/C.45/Ch.3	What is he going to study?	WH – Modal – Subject – Predicate		√	
46	IM/T37/C.46/Ch.3	I am going to visit a customer	Subject – Modal – Predicate		√	
47	IM/T38/C.47/Ch.3	Jhon is going to help me	Subject – Modal – Predicate		√	
48	IM/T39/C.48/Ch.3	Would you prefer tea or coffee?	Modal – Subject – Predicate		√	
49	IM/T40/C.49/Ch.3	I will have some coffee please?	Subject – Modal – Predicate		√	
50	IM/T41/C.50/Ch.3	I am going to fly to New York on business	Subject – Modal – Predicate		√	
51	IM/T41/C.51/Ch.3	Probably on Tuesday	{(-)Subject} – Modal – Predicate		√	



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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

52	IM/T42/C.52/Ch.3	I will get you an aspirin	Subject – Modal – Predicator		√	
53	IM/T43/C.53/Ch.3	We need some more ink for the printer	Subject – Modal – Predicator			√
54	IM/T43/C.54/Ch.3	I am going to go to the shop and get some	Subject – Modal – Predicator		√	
55	IM/T44/C.55/Ch.3	What are you going to do this weekend?	WH – Modal – Subject – Predicator		√	
56	IM/T45/C.56/Ch.3	I will write a letter	Subject – Modal – Predicator		√	
57	IM/T46/C.57/Ch.3	I will phone the safety officer	Subject – Modal – Predicator		√	
58	IM/T47/C.58/Ch.4	We can use slow boat or express one to Waisai	Subject – Modal – Predicator	√		
59	IM/T47/C.59/Ch.4	It will take you about two hours	Subject – Modal – Predicator		√	
60	IM/T47/C.60/Ch.4	You have to learn the timetable	Subject – Modal – Predicator			√
61	IM/T47/C.61/Ch.4	You can find not only hotels but also some resorts or homestays	Subject – Modal – Predicator	√		
62	IM/T48/C.62/Ch.4	The ride will flip you up and down at more than 4 meters above the ground	Subject – Modal – Predicator		√	
63	IM/T48/C.63/Ch.4	I want to go there some time	Subject – Modal – Predicator	√		
64	IM/T48/C.64/Ch.4	You shouldn't miss it	Subject – Modal – Predicator		√	
65	IM/T49/C.65/Ch.5	I couldn't imagine how they moved and erected big stones without a crane and technology	Subject – Modal – Predicator	√		
66	IM/T50/C.66/Ch.5	We have to be proud of being Indonesia	Subject – Modal – Predicator			√
67	IM/T50/C.67/Ch.5	You can read the script of Indonesian Independence and	Subject – Modal – Predicator	√		

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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

		listen to Soekarno's voice				
68	IM/T50/C.68/Ch.5	I would like to see Jakarta from the height	Subject – Modal – Predicator		√	
69	IM/T50/C.69/Ch.5	You can reach the top by the available elevator	Subject – Modal – Predicator	√		
70	IM/T50/C.70/Ch.5	From there you can enjoy the view of Jakarta	Subject – Modal – Predicator	√		
71	IM/T50/C.71/Ch.5	You can feel the blowing air	Subject – Modal – Predicator	√		
72	IM/T50/C.72/Ch.5	It must be so fun	Subject – Modal – Predicator			√
73	IM/T50/C.73/Ch.5	I can't wait	Subject – Modal – Predicator	√		
74	IM/T56/C.74/Ch.5	I have to go to Rome	Subject – Modal – Predicator			√
75	IM/T56/C.75/Ch.5	You don't have to buy me anything	Subject – Modal – Predicator			√
76	IM/T56/C.76/Ch.5	I will (come home safely), dear	Subject – Modal – Predicator		√	
Total of Modality Types: 76 modals			Total for each type of Modality:	Low: 27	Medium: 39	High: 10



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SURAT PERNYATAAN PELAKSANAAN TRIANGULASI

Yang bertanda tangan dibawah ini, saya:

Nama : Rayendriani Fahmei Lubis, M.Ag
NIP : 19710510 200003 2 001
Jabatan : - Dosen TBI/ FTIK IAIN Padangsidempuan
- Kepala Pusat Pengembangan Bahasa IAIN
Padangsidempuan
No.Hp : 0822 6095 3856

menyatakan telah melakukan triangulasi data trustworthiness atas analisis data yang dilakukan oleh Eni Fauziah Harahap, NIM: 21691204754, dalam penelitian yang berjudul **"The Analysis of Interpersonal Meaning Realized on the Conversation Texts in English Textbook for Senior High School Grade X "Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib"**.

Demikian surat pernyataan ini dibuat supaya dapat dipergunakan sebagaimana mestinya.

Padangsidempuan, 22 Februari 2021
Yang Membuat Pernyataan,

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001



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Appendix 5

**Surat Pernyataan tentang Data Trustworthiness
(Surat Pernyataan Triangulasi)**


Yang bertanda tangan dibawah ini, saya:

Nama : Fitri Rayani Siregar, M.Hum
NIP : 19820731 200912 004
Jabatan : Dosen dan Ketua Jurusan Tadris/ Pendidikan Bahasa Inggris
Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan (ITIK) IAIN Padangsidempuan - Tadris/ Pendidikan Bahasa Inggris
No.Hp : 08126511202

menyatakan telah melakukan triangulasi data sehubungan dengan data trustworthiness atas analisis data yang dilakukan oleh Eni Fauziah Harahap dalam penelitian yang berjudul **"The Analysis of Interpersonal Meaning Realized on the Conversation Texts in English Textbook for Senior High School Grade X "Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib"**.

Demikian surat pernyataan ini dibuat untk dipergunakan sesuai dengan keperluannya semestinya.

Padangsidempuan, Februari 2021
Yang Membuat Pernyataan,


Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 004



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State Islamic University of Sultan Syarif Kasim Riau

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 P.O.BOX. 1004
Phone & Facs. (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : pasca@uin-suska.ac.id

Nomor : 0842/Un.04/Ps/PP.00.9/2021

Pekanbaru, 07 April 2021

Lamp. : 1 berkas

Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada

Yth. Gubernur Sumatera Utara

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu Sumatera Utara

Medan

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: ENI FAUZIAH HARAHAP
NIM	: 21691204754
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VIII (Delapan) / 2021
Judul Tesis/Disertasi	: The Analysis of Interpersonal Meaning Realized on the Conversation Texts in English Textbook for Senior High School Grade X "Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib"

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari MAS BABUSSALAM BASILAM BARU BATANG ANGKOLA KABUPATEN TAPANULI SELATAN

Waktu Penelitian: 3 Bulan (07 Maret 2021 s.d 30 Mei 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,


Afrizal. M
NIP. 19591015 198903 1 001

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Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO BOX. 1004
Phone & Facs. (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : pasca@uin-suska.ac.id

Nomor
Lamp.
Hal

: 1166/Un.04/Ps/PP.00.9/2021
: 1 berkas
: Izin Melakukan Kegiatan Riset Tesis/Disertasi

Pekanbaru, 14 Juni 2021

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru


Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: ENI FAUZIAH HARAHAH
NIM	: 21691204754
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VIII (Delapan) / 2021
Judul Tesis/Disertasi	: The Analysis of Interpersonal Meaning Realized in the Conversation Texts in English Textbook for Senior High School Grade X "Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib"

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari MAS BABUSSALAM BASILAM BARU BATANG ANGKOLA KABUPATEN TAPANULI SELATAN

Waktu Penelitian: 3 Bulan (14 Juni 2021 s.d 14 Agustus 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



19591015 198903 1 001

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**PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/41776
TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1166/Un.04/Ps/PP.00.9/2021** Tanggal **14 Juni 2021**, dengan ini memberikan rekomendasi kepada:

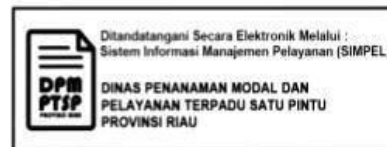
- | | | |
|----------------------|---|---|
| 1. Nama | : | ENI FAUZIAH HARAHAH |
| 2. NIM / KTP | : | 21691204754 |
| 3. Program Studi | : | PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : | PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | THE ANALYSIS OF INTERPERSONAL MEANING REALIZED IN THE CONVERSATION TEXT IN ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL GRADE X &quot;BAHASA INGGRIS UNTUK SMA/ MA/ SMK/ MAK KELAS X KELOMPOK WAJIB&quot; |
| 7. Lokasi Penelitian | : | 1. MAS BABUSSALAM BASILAM BARU
2. BATANG ANGKOLA KABUPATEN TAPANULI SELATAN |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 15 Juni 2021

**Tembusan :****Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Gubernur Sumatera Utara
Up. Kaban Kesbangpol Provinsi Sumatera Utara di Medan
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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YAYASAN PENDIDIKAN SYEKH MHD BAQI HASIBUAN
MADRASAH ALIYAH BABUSSALAM BASILAM BARU
KEC. ANGKOLA MUARATAIS KAB. TAPANULI SELATAN
Alamat : Jl Mandailing Km 11,5 Telepon (0634) 25935 KD Pos 22773

SURAT KETERANGAN

N0:116/MAS-BSB /VI/ 2021

Yang bertanda tangan dibawah ini Kepala MAS Babussalam Basilam Baru Kecamatan Angkola Muaratais. Berdasarkan surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu No : 503/DPMPTSP/NON IZIN-RISET/41776 tanggal 15 Juni 2021 Perihal Permohonan melaksanakan Penelitian, menetapkan bahwa :

Nama	: Eni Fauziah Harahap
NIM	: 21691204754
Prodi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan penelitian untuk tahapan dan mekanisme penyusunan tesis dengan judul " **THE ANALYSIS OF INTERPERSONAL MEANING REALIZED IN THE CONVERSATION TEXT IN ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL GRADE X " BAHASA INGGRIS UNTUK SMA/MA/SMK/MAK KELAS X KELOMPOK WAJIB"**

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Basilam Baru, 16 Juni 2021

Kepala MAS Babussalam





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LANGUAGE DEVELOPMENT CENTER STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية	
CERTIFICATE OF ACHIEVEMENT	
This is to certify that	
Name	: Eni Fauziah Harahap
ID Number	: 21691204754
Date of Birth	: August 24, 1991
Sex	: Female
Test Form	: Paper Based Test
Achieved the following scores on the	
English Proficiency Test	
Listening Comprehension	: 45
Structure & Written Expressions	: 68
Reading Comprehension	: 54
Overall Score	: 557
Expired Date : January 19, 2022	
 The Head of Language Development Center	 Mahyudis Syukri, M. Ag NIP. 19720421 200604 1 003
	
<small>English Proficiency Test Certificate Provided by Language Development Center of State Islamic University of Sultan Syarif Kasim Riau. The scores and information presented in this score report are approved. Address: Jl. K.H. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP (0832) 7144 0823 Fax (0761) 8558832 Email: info@pusatbahasa.info Website: pusat-bahasa.info</small>	



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State Islamic University of Sultan Syarif Kasim Riau

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UIN SUSKA RIAU

KARTU KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA	ENI FAUZIAH HARAHAP
NIM	21691204754
PROGRAM STUDI	PAI
KONSENTRASI	PBI
PEMBIMBING I / PROMOTOR	Dr. BUKHORI, M.Pd
PEMBIMBING II / CO PROMOTOR	Dr. H. PROMADI, MA., Ph.D
JUDUL TESIS/DISERTASI	THE ANALYSIS OF INTERPERSONAL MEANING REALIZED IN THE CONVERSATION TEXT IN ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL GRADE X " BAHASA INGGRIS UNTUK SMA/MA/SMK/ MAK KELAS X KELOMPOK WAJIB "

PROGRAM PASCASARJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU

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NAMA ENI FAUZIAH HANANAT
NIM 21691204754
PROGRAM PASCASARJANA
PFI PAI
KONSENTRASI PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Selasa, 06 Februari 2018	Pengaruh Etika Bisnis Islam terhadap Perilaku Pedagang Pasar Tradisional dengan Kepribadian sebagai Variabel Moderating		
2				
3				
4		Pengaruh Pengetahuan Etika Bisnis Islam dan Religiusitas terhadap Perilaku Pedagang Makanan Jajanan Sekolah di lingkungan SDN Pekanbaru Baru		
5				
6				
7		Pengaruh Sistem Bagi Hasil Deposito Mudharabah dan Kualitas Pelayanan terhadap Loyalitas Nasabah PT. BNI Syariah Pekanbaru Baru		
8				
9		Pengaruh Insentif terhadap Kinerja PNS dengan Disiplin Kerja sebagai Variabel Moderating (Studi Kasus di lingkungan Kantor Kemerdekaan Agama Kab. INHU)		
10				
11				
12				
13		Analisis Faktor-faktor yang mempengaruhi Penjualan Polis Syariah pada PT. Anwarah Tafakul Keluarga PO Riau Agency Pekanbaru Baru		
14				
15				

Pekanbaru, 06 Februari 2018
Direktur,

Prof. Dr. H. Ilyas Husein, M.Ag
NID. 197 11 12 1960 04 1 0002



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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

Eni Fauziah Harahap
21691204754
Pascasarjana
Pendidikan Agama Islam
Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
		Konsep Hikmat AL-Tasfiri Sebagai Asas Ekonomi dan Keuangan Bisnis Islam dalam Kitab Hikmat AL-Tasfiri Wu Falsafatuhi Karya Al-Imam AL-Jurjani (1866 - 1961 M)		Nurhadi
		Pelaksanaan Pembagian Hutan Warisan dalam Perspektif Hukum Islam dan Hukum Adat di Kabupaten Kampar		Muhammad April

Pekanbaru, 24 Juli 2018
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

Setiap mengikuti seminar
sebelum menjadi peserta seminar



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21691204754
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Pendidikan Agama Islam
Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
		Naskah anak pasca Perencanaan dalam perspektif Hukum Islam dan Hukum Adas (Studi kasus di Pengadilan Agama Wilayah Hukum PT A Feru)		M. Zakaria

Pekanbaru 25 Juli 2018
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

Setiap mengikuti seminar
wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar



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21691204754
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Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
		Konsep Pendidikan Profesi dalam buku guru manusia karya Munif Chazki dan Relevannya terhadap Guru PAI	A	Fahrur Razi
		Implementasi Manajemen Berbasis Sekolah (MBS) dalam meningkatkan mutu pendidikan di SMP Islam Plus Jurniah Firdaus dan SMP Islam Unggulan terpadu Naru AL-Mubtadi	A	Adul Rahma
		Peta Pemetaan Peta Daerah dalam Mengajar Pendidikan Islam dalam lingkungan yang pendidikan Pendidikan Studi di Peta Daerah Amhar Al-Sunnah Al-Tajid Al-Kompak	A	Muhammad Mufin Fasli

Pekanbaru, 10 October 2018
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

Setiap mengikuti seminar
wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar



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Eni Fauziah Harahap
21691204954
Pascasarjana
Pendidikan Agama Islam
Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
		Konsep Hikmah Al-Tasni' Sebagai Asas Ekonomi dan Keuangan Bisnis Islam dalam Kitab Hikmah Al-Tasni' W. Falsafatuhu Karya Al-Annad Al-Jurajj (1866-1961 M)		Nurhadi
		Pelaksanaan Pembagian Harta Warisan dalam Perspektif Hukum Islam dan Hukum Barat di Kabupaten Kampar		Muhammad April

Pekanbaru, 24 Juli 2018
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

Setiap mengikuti seminar
... sebelum menjadi peserta seminar



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NAMA: Elvi Fauziah Harahap
NIM: 21691204754
PROGRAM: Pascasarjana
PRODI: Pendidikan Agama Islam
KONSENTRASI: Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	07-09-2018	The effect of Interview technique to students speaking and working ability at first semester in IAIN BAGAN SIDIMPUAN	22	Summa
2				
3				
4		The effect of using story board on student's description writing ability at senior high school in Tambora Utara	22	Summa
5				
6				
7				
8		An exploration of teacher speaking ability in public school as a foreign language in a state Islamic university in Pekanbaru	22	Summa
9				
10				
11				
12				
13				
14				
15				

Pekanbaru, 7 September 2018
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 1

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NAMA : Elvi Fauziah Harahap
NIM : 21691204354
PROGRAM : Pascasarjana
PRODI : Pendidikan Agama Islam
KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Jumat / 20 07 2018	Konsep pembangunan Humanistik dalam		Basren
2		Respon: Pendidikan Islam		
3				
4	Jumat / 20 07 2018	Nilai-nilai Pendidikan Islam oleh Muhammad		Kangwat
5		Arifin A. - Elemen Dalam Sufisme		
6		Muharrar Kera Penerimaan terkandung		
7		Pendidikan Agama Islam Kontekstual KTSQ		
8		di SMP		
9				
10	Jumat / 20 07 2018	Strategi Pembelajaran Kontekstualistik		Israwati
11		Strategi Pembelajaran PAS di SMP N		
12		Strategi Pembelajaran PAS di SMP N		
13		Strategi Pembelajaran PAS di SMP N		
14				
15				

Pekanbaru, 20 Juli 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB : Kartu ini dipakai setiap kali mengikuti Seminar
Setiap mahasiswa wajib membawa kartu ini ke Seminar sebagai tanda kehadiran.



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Eni Fauziah Herahap
21691204754
Pascasarjana
Pendidikan Agama Islam
Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
		Hadis-Hadis Tentang Memegang dan Melihatnya (Studi Sanad dan Ma'ani Dalam Ilmu Mukhtalaf Hadis)	2	Sepandi Ningsi

Pekanbaru, 24 Juli 2018

Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

bawa setiap mengikuti seminar
dan wajib menghadiri minimal 10 kali seminar sebelum menjadi p



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EM: Fauziah Harahap
21691204754
Pascasarjana
Pendidikan Agama Islam
Pendidikan Bahasa Inggris

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		Praktik Pengajaran Berkeadilan dalam Perspektif Hukum Positif di Indonesia dan Hukum Islam		Apa Berman

Pekanbaru, 25 Juli 2018
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

1. setiap mengikuti seminar
ajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar